



筑紫女学園大学リポジット

Childcare Worker Training through Childcare Practice Recording

メタデータ	言語: English 出版者: 公開日: 2014-02-14 キーワード (Ja): キーワード (En): 作成者: 江玉, 睦美, EDAMA, Mutsumi メールアドレス: 所属:
URL	https://chikushi-u.repo.nii.ac.jp/records/163

Childcare Worker Training through Childcare Practice Recording

Mutsumi EDAMA

1. Introduction

The purpose of this study is to show one effect of childcare practice recording training in childcare worker training courses through analyzing how the training for students who aim to become childcare workers has an influence on their understanding of infants.

Among recent changes in circumstances surrounding children, childcare workers engaging largely in infant childcare need to take an appropriate role coping with such changes; childcare workers are facing new challenges. One new need for childcare workers is understanding the ability of children, an awareness needed for childcare workers¹. Understanding children is not limited to seeing the expressions on their faces, observing their behavior or hearing their spoken words. Understanding means to comprehend children through reaching deep down inside them based on the surface facts of faces, behavior, and spoken words. The ability to understand children, that is, the fundamentals of childcare are a qualification that should be cultivated from the first stages of childcare worker training.

Developing the ability to understand children has been regarded as the main focus in childcare worker training. However, in actual curriculums, more importance has been put into gaining knowledge of each subject and skill, such as playing the piano and handicrafts, while curriculums are organized in terms of preparing for a variety of roles that childcare workers are expected to play (Kiyama & Hayashi & Kojima & Arai, 2000; Haneda, 2004). Of course, acquiring technical knowledge and skill is essential for students to become professional as childcare workers. However, the number of students with little or no experience with children has been increasing in recent years. Considering such circumstances, we should not focus mainly on students gaining knowledge and skill but provide a learning environment where they can come into contact with children and feel what children are like.

However, in childcare worker training, the time students are in contact with children is limited, and in most cases, such time is available only during their practical training. The challenge is as much as possible to introduce hands-on learning opportunities in regular classes. For such opportunities, role-playing and audiovisual aids are currently utilized, and showing video footage of children to students is especially effective in making students know the reality of children. However, just showing video footage is not enough to complement practical experience because contact with children is meaningful only when students develop an ability to understand children through observing their behavior and reaching deep down inside the children.

Just contact with children misses the point. Therefore, childcare worker training should include experience-based training where students search for children's inner mind based on their behavior and words.

In this regard, childcare practice recording training increases its importance. Keeping practice records is regarded as an effective method for working childcare workers to understand children (Porter, 1995; Miyasato & Furushou, 2006; Oda & Kanno & Nakahashi, 2006). In fact, keeping practice records is significant not only for working childcare workers but also for students in childcare worker training. Especially for those with little experience with children, practice recording is necessary for their training stages.

In this study, we examine the necessity for childcare practice recording training in childcare worker training courses by showing one effect of practice recording in training for understanding children.

2. Method

Object

97 first-year students in the early childhood education department

Examination period

From April to July 2007 (15 lectures in total) (Table 1)

Examination method

In lectures for *Childcare Principles* (the first semester of a one year course), we showed students video footage of a recording of childcare practice, followed by getting students to guess what the thinking of a certain child was. The detailed procedure is as follows:

- 1) First examination: Conducted in the third lecture. After watching the video, students wrote

Table 1 Childcare Principles 's schedule and program

No.	program	No.	program
1	Significance and the history of the Childcare	8	The present situation of the childcare in family
2	Principle of the preschool education method	9	Understanding of child
3	Principle of the preschool education method	10	Childcare practice watching and recording
4	Structure of the childcare	11	Childcare practice watching and recording
5	The present situation of the children in the modern society	12	A problem in the childcare practice
		13	A problem in the childcare practice
6	The present situation of the children in the modern society	14	Rhythmic
		15	Examination
7	The present situation of the children in the modern society		

about their understanding of what the infant's action was from a "possessive feeling" or "thoughtfulness", and so their opinions and reasons.

- 2) Second examination: Conducted in the 11th lecture. After the lecture about the significance of practice recording and how to write, students watched the same video footage that they watched during the third lecture. After listening to the lecture and while watching the video, students kept records of their own reactions to the video. We showed students the video twice to make sure that they prepared complete records. After completing their records, students considered oneself about their understanding of what the infant's action was from a "possessive feeling" or "thoughtfulness". Students formed themselves in groups of five, then discussed with their opinions. Finally students wrote about their understanding of what the infant's action was from a "possessive feeling" or "thoughtfulness".

Comparing student understanding of the child's inner mind at the examination of 1) and 2), we analyzed the differences in understanding between when students guessed the child's inner thinking without keeping records as compared with when they guessed the child's inner thinking when they kept records.

Materials

Materials for newly-hired childcare workers training: childcare started with understanding of infants
1st *The world of a three-year-old child, 'Monopolizing or thoughtfulness?' by the Ministry of Education, Culture, Sports, Science and Technology (APPENDIX).*

The material is a video recording of three-year-old infant childcare practice as of June. The aim is to deepen understanding of the child; such understanding is the basis of appropriate childcare for each children. The materials depict the child who wrests a beetle from another classmate. The class had started keeping the beetle and the scene will lead viewers to think about one child's inner thinking: The question is if the child's action was caused by possessive feelings or thoughtfulness in trying to protect the beetle.

3. Results

As shown in Table 2, a significant difference was seen in student's understanding of the child's inner mind between the first examination and the second one. At the first examination, the ratio of the students who considered the child's action was from a "possessive feeling" was 41%, and the students who considered "thoughtfulness" was 36%, which had few differences.

In addition the ratio of the students who considered the child's action was from a "both possessive feeling and thoughtfulness" was 23%. These answers show that the students guessed the child action started from thoughtfulness but ended up an action from "a possessive feeling."

At the second examination, the ratio of the students who considered the child's action was from a "possessive feeling" slightly declined to 37%. However, the students who considered "thoughtfulness"

decreased to 14%, and the students who considered “both possessive feeling and thoughtfulness” significantly increased to 49%.

We showed opinion and reason of students who changed student understanding of children between the first examination and the second one in Table 3. We then analyzed why childcare practice recording helped students deepen their understanding of the child based on the students’ reviews after the lectures. We found four reasons behind this change of awareness caused by practice recording. First, the students tried to consciously grasp the actions and words of the child and the childcare worker and so they were able to carefully observe the details of the child’s behavior. In other words students were able to discover the actions and words of the child whom they did not notice with the first examination newly. Students are able to get much information to guess the child’s inner mind by catching a lot of actions and words imaged to the video. The result of this affected students understanding of children.

Second, the students were able to grasp feelings in the back of the behavior of the child from various

Table 2 Change in understanding the child’s inner mind and the number of students (%)

	Possessive feeling	Thoughtfulness	Both possessive feeling and thoughtfulness
First	40 (41)	35 (36)	22 (23)
Second	36 (37)	14 (14)	47 (49)

Table 3 The change in the view and the reason of students

		Change in the view	reason
Student1	First	Thoughtfulness	“The child said the beetle would die (without doing so).”
	Second	Possessive feeling	“Because he strongly expressed a feeling only as for oneself, he wanted to monopolize it from the beginning.”
Student2	First	Both possessive feeling and thoughtfulness	“While the child was trying to protect the beetle in the beginning, he gradually wanted to monopolize it.”
	Second	Possessive feeling	“His tone, action, and behavior was inconsiderate.”
Student3	First	Possessive feeling	“Because he wanted to watch the beetle alone, he took it with him in the other places.”
	Second	Thoughtfulness	“Though the child had thoughtfulness, his action seemed to want to monopolize.”
Student4	First	Thoughtfulness	“The child was going to protect the beetle.”
	Second	Both possessive feeling and thoughtfulness	“His action was based on his thoughtfulness for the beetle in the beginning but he came to think that only he could protect the beetle.”
Student5	First	Possessive feeling	“The child’s egoism increased.”
	Second	Both possessive feeling and thoughtfulness	“While the child was trying to protect the beetle, he gradually wanted to monopolize it.”

viewpoints deeply. This reason was because it was able to guess the inside the child from various perspectives more deeply by asking themselves why he took such action. In addition, the factor was that it was thought about what the students were not able to judge immediately while they watched the video by looking back based on the records of practice.

Third, the students discussed after they kept records. This reason was because the students were able to have new points of view by hearing various other opinions based on practice records in the group discussions: e.g. “I heard opinions of other students and understood that there was such,” or “I kept records, looked back and was able to discover one’s error by oversight by discussing it.” There was effect by discussing it in this way.

Fourth, children have a decent excuse for their actions and students were able to notice the importance of carefully observing the children’s behavior and seeing their facial expressions in childcare. This thought was view of child that there was the thought of the child to a child by all means.

4. Conclusion

The results of this study revealed that childcare practice recording affects student understanding of children. By keeping records, students are able to notice even minor changes in children’s facial expressions and behavior as well as being able to see the whole picture through their consciously observing childcare scenes. The effect is increased through discussion with others based on the records of practice. Listening to other opinions allows the students to have different viewpoints. Through discussions, students can notice the importance of observing children from various perspectives in childcare.

The following points are suggested relating to the necessity of childcare practice recording training in childcare worker training courses aiming for better understanding of children. Firstly, it is important to consciously observe the children’s facial expression and behavior to try to grasp the inner mind of children to understand children. Secondly, discussions are effective in understanding children and materials on childcare are needed to be shared among students in the discussions; and thirdly, learning how to understand children is the fundamental of the qualification for a childcare worker, who is a professional in *observing children*.

For future tasks, we would like to study more effective childcare practice recording to facilitate student understanding of children, and examine the significance of childcare practice recording as childcare worker training content used before and after practical training, with a view to utilize the practice recording in actual childcare scenes.

As shown in Table 1, a significant difference was seen in students’ understanding of the infant’s inner mind between the first examination and the second one. At the first examination, many students considered the infant’s action caused from other reasons, neither possessive feelings nor thoughtfulness: e.g. “the infant wanted to bring the beetle to the classroom so that all classmates could raise it together,” or “the infant did

so, believing that one of the classmates should not monopolize the beetle.” At the second examination, the number of students who considered the infant’s action was from a possessive feeling increased; the new understanding became how the majority of students interpreted the infant’s action. From observing the thinking process of the students who considered the infant’s action caused from both possessive feelings and thoughtfulness, we can see that the students originally had considered that the possessive feeling caused the action. Then, students broadened their thoughts, understanding that the infant developed thoughtfulness through the childcare worker’s behavior or advice to the infant. After all, it was found that almost all students considered the infant’s action was caused by possessive feelings.

It is considered that the change in infant understanding between the first examination and the second examination was caused by the following factors: 1) The students were able to understand the infant’s inner mind from a perspective of egocentricity characteristic of three-year-old infant development, which the students learned through the lectures. 2) Keeping records made the students realize that a bit of advice from a childcare worker might have made the infant change its mind.

Notes

- 1 It is important that one of progression of preschool teachers is “the ability to understand children and to take an appropriate teaching with scene of activity”, and it is basis viewpoint in the first staves of training of problem and prospect that the fundamentals to progression of preschool teacher training, which is synthetic teaching based on understanding children and by the play, in report of “*Improvement the Progression of Preschool Teacher- For Preschool Teacher who Study of One’s Own Motion*” (2002) by Ministry of Education, Culture, Sports, Science and Technology.

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APPENDIX



Scene1: Title is "Want to be possessive or thoughtful?"



Scene2: 3year- old- class in Kindergarten, June. Coming beetles in the class.



Scene3: In the class, happens a scramble for beetles.



Scene4: Beetles were took back in classroom. Just then, Ma carried out beetles, saying, "If you watch beetles so much, it will die."



Scene5: Shiryu ran after Ma, then quarrel with beetles.



Scene6: Ma and Shiryu began to pull their hair out.



Scene7: Ma took beetles away from other children.



Scene8: Childcare worker ran up to Ma, then questioned the suspect.



Scene9: Why did Ma take the beetle away?
Let's discuss it with us.

(えだま むつみ：人間福祉学科 講師)