

Affective professional learning experiences with educators working with children aged birth to three years

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Mapping the context

- Supervising teachers have **discourses of denying cultural difference** of cultural diverse pre-service teachers (Ortlipp & Nuttall, 2011).
- **Emotions** are significant for growth of mentor's **professional identities** (McDonough & Brandenburg, 2012).
- **Professional learning needs to encompass a space where teachers can be reflective of their practices** (Nolan, Morrissey, & Dumenden, 2013).
- Recent research with infant-toddlers suggest teacher education programs should be open by **honoring immigrant preservice teachers' diverse funds of knowledge** (Recchia & Eun McDevitt, 2018).



Professional Experience with Babies and Toddlers

Mentors

Mentees

***Mentoring
Practices***

***Collaborative
Practices***

To inform and support future preparation of professionals



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Methodology



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Subjectivity to understand professional learning experiences

Subjective Senses

social constructions lived through individuals **life histories** and how those experiences **appear as subjective senses associated with a current experience.**

(Gonzalez Rey, 2018).

Learning practices through *subjective configurations:*

- **Emotions.**
- **Affective patterns of communication.**
- **New constructions related to social realities.**

(Gonzalez Rey, 2018).



Analysis of professional learning experiences

- ❖ **Analysis of subjective senses** (snapshots of video observation of everyday practices and discussions) that unfold a chaotic movement in mentoring (e.g. nappy changing).
- ❖ **Active engagement** of mentors and mentees in activities and communication.
- ❖ **Subjective configurations** of professional learning experiences felt and lived by individuals in an institution. These experiences **generates emotions, feelings and actions.**



Babies Room: Peta & Ellen mentoring relationship

P: That's the front of the nappy,
So turn it around.
Ellen follows instructions.
There you go.
Toddler puts legs up.
P: See, he is ready.
Ellen laughs.
P to toddlers: There you go
darling, pop your
Legs down a bit.
P: bring it down to the middle...



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Mentor – Professional Affective Mentoring Practice: Guiding

- ❖ **Subjective Sense as an awareness of mentees history**
- ❖ *Affective practice of guiding though cultural opportunities and moments.*

It was culturally a bit different because I – she [pre-service teacher] being an only child and **not having had experiences with under 3's herself just in life** in general and that was just being an international student and the country she came from, **not having the opportunity to even have you know siblings or cousins** and yeah so it was like whoa okay a lot of **it was quite new and not had the opportunity** so it was quite interesting to hear from her and we could guide her through, **guide each other through it together**, like yeah.

“I haven't had any other children growing up” and of course I *“Oh”* of course because coming from where she comes from that's **the difference being an international student she just didn't have the opportunity to have had those moments [changing nappy].**

Peta



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Mentee - Professional Learning Experience

- ❖ *A subjective configuration of emotions... growing confidence through guiding and time to build relationships with children.*

Yes that was **my first time ever changing someone's diaper** and yeah I was **very nervous** so it was so nice that my mentor was there to **guide me step by step** and yeah ...now I am confident in changing diaper and like all the childcare stuff like feeding a bottle but back then **in my first week I really just had no experience**. And I see now how having no experience looks like yes. And yeah it's nice to have the option to learn this so I am **confident in the future**.

I need to ask the children if she wants to change the nappy with you – so I took it, I communicated with the child because it's third week so we **built up a good relationship and we have a great trust between each other**. So I said “I want to change your nappy, are you happy to go with me?” and she said “Yes”. So we go together and I change her nappy the ... I bring the gloves together. *Ellen*



Conclusion and implications for professional learning

- **Chaotic moments** (e.g. nappy changing) provide an opportunity for professional learning.
- **Pedagogical awareness** of nappy changing as a professional practice. Educators need confidence, trust and building relations with children to undertake this activity and feel confident to act respectfully.
- Affective professional learning involves working together in a caring, sensitive and guiding way by understanding international pre-service teachers histories and experiences.
- Professional learning [and mentoring] **is a subjective experience that involves subjective configurations-** chaos, emotions, feelings - collaborating together enables for new experiences to become that **enriches** professional and personal learning.

Thank
you



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11

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