Cultures of education and rituals of transition from home to the infant toddler center. Observing interactions and professional development

Chiara Bove, Silvia Cescato

ABSTRACT

At the infant-toddler center, the rituals of transition that mark children's arrival and going home times offer interesting kaleidoscopes for the study of interactive dynamics with the associated meanings and implicit educational models. Numerous pedagogical studies have investigated the meanings of these events, for the most part drawing on the monocultural model of classical attachment theory to analyze interactions between adults and children. Far less research has approached these rituals using triadic, systemic and intercultural categories of analysis in order to explore not only educators' actions but also what is going on in their minds. In this paper, we discuss examples from a recent study on rituals of transition in the multicultural context of an infant toddler center, combining description of the timing, behaviors and interactive styles of children and adults, with analysis of the thoughts and representations of the educators.

KEYWORDS

Educational cultures; rituals of transition; observation; micro-analysis; training

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and needs of each child. Culture is not just rituals and celebrations. When infants and toddlers feel safe and alert, they are more likely to observe, explore, play, interact and experiment with people and objects. These experiences lead young children to learn and remember new things. This foundation for learning depends greatly on the quality of infants' and toddlers' early environments and relationships. Please talk to me and give me time to transition from my activity, and let me know that when we're done I can go back to what I was doing,” 12 to 18 months: Infants and toddlers are watching others and imitate what they see. Observe and notice the infant's or toddler's cues and responses to environmental stimuli. Think about ways to limit noise level, for example, or visual stimuli. Observing interactions and professional development. Chiara Bove, Silvia Cescato. Abstract. At the infant-toddler center, the rituals of transition that mark children's arrival and going home times offer interesting kaleidoscopes for the study of interactive dynamics with the associated meanings and implicit educational models. Numerous pedagogical studies have investigated the meanings of these events, for the most part drawing on the monocultural model of classical attachment theory to analyze interactions between adults and children. Far less research has approached these rituals using tria