

Amy Hitchcock
Week1 Drop Box
LGT Shared Control-Jace's Point of View

1. Consider the examples of shared control that are illustrated in this example. Summarize your reaction to them in one or two sentences.

Bryant and Jace's "giants" conversation that pervaded the LGT experience could have been perceived by some teachers as off-topic. The children incorporated their giants interest in the elements of the Duke of York song during the marching and "up" motions with Jace even showing the teacher how tall he could reach. The teachers affirming non-verbal response gave feedback and illustrated the flexibility of shared control. As the anecdote continues to "down", a less typically giant position, Jace moves to the teacher's side and leans against her in a stance of trust and comfort. This could be perceived as non-participatory, but was accepted. Both illustrate shared control. The relationship between teacher and child(ren) and the children's previous experience in opportunities for shared control are evident as well.

2. What do you currently do to share control with children?

As a formal example of shared control, each day children choose and lead our songs, introducing the title with a pictorial representation, and counting in the group "1-2-3." During movement experiences, children's suggestions are incorporated and followed by the group including adults. The topics for conversation during LGTs also represent an element of shared control as the topics are derived from children's interests or queries, and then are framed by teachers to bring to the entire group.

3. Have you thought of some ideas for sharing control with children during large-group time that you would like to try?

Sharing control with children during distribution or collection of materials is an area to expand. The speed or possible distractions have been barriers (in my mind where most barrier exist!).