

Application
Careers in Education and Childcare Program



BASIC INFORMATION:

Name:

Phone Number:

Alternate Phone Number:

Address:

City:

GOALS:

Why do you want to participate in this program?

What are your professional goals for the next two years?

Is there anything else you'd like us to know about you?

EDUCATION:

What is the highest level of formal education you have completed?

Less than 1 year.

Between 1-12 years **What grade did you complete? _____

- High School Graduate
- Bachelor Degree in _____
- Master Degree in _____

LANGUAGES:

What languages do you speak? _____

COMMITMENT:

I can attend a 15 minute interview between August 24th and September 10th.

- Yes No

I can volunteer in a classroom for at least 2 hours a week from September-April.

- Yes No

I can attend class two evenings a month from September-April.

- Yes No

I can communicate regularly with program staff.

- Yes No

I am interested in following a career in education or childcare.

- Yes No

If you answered “no” to any of the above questions, please explain.

Thank you for your interest in Careers in Education and Childcare program.

**Please contact Lindsay with any questions:
lindsay@welcomeproject.org 617-623-6633**

Careers in Education and Childcare



Program Description:

This is an experiential class for adults who are learning English and want to pursue a career in education or childcare. This class will help participants explore and prepare for careers working with children. Participants will have a weekly placement in a public school and will attend class twice a month. The program is free.

Benefits

- Gain valuable experience
- Learn about teaching methods
- Explore how children learn
- Practice English in a professional setting
- Improve your written and spoken English
- Become CPR and First Aid certified
- Connect with people working in childcare and education
- Receive support in setting and reaching goals for your career



Commitment: September-April

Participants commit to a weekly volunteer placement.

Participant will attend class two evenings a month.

Participants will communicate regularly with program staff.

For more information or to request an application:

Lindsay@welcomeproject.org 617-623-6633

English for Careers in Education and Childcare



This program has three parts:

- 1) Class 2x a month on Tuesday evenings from 6-8:30pm
- 2) Weekly school volunteer placement. Times vary.
- 3) Ongoing support from Tim, Lindsay, Laura and Barbara.

<p>Fall Class Schedule: <i>(required)</i> Tuesdays: September 15th September 29th* *meet at Cummings School October 13th October 27th November 10th November 24th December 8th <i>will continue Jan. 26-Apr. 14</i></p>	<p>Career Support from Barbara and Laura: <i>(Optional)</i> Tuesdays: September 24th October 20th November 17th <i>Additional sessions in Spring 2016</i></p>	<p>Volunteer Placements and meetings with Tim and Lindsay: <i>(required)</i> To be determined.</p>
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We will cover these topics:

- How children learn • Working with teachers • Teaching math • Teaching literacy skills
- Classroom management • Types of ESL programs • Parent/Teacher communication
- CPR/First Aid • Special education • Career paths in education and child care

First class meeting:

-Get to know each other (20 min)

Together: Name game, Find something you have in common

Small groups: About class--look over syllabus and ask questions

Advanced with Lindsay, Intermediate with Tim

-Video (30 min)

Small group discussion or together?

Possible categories for students to consider:

- *What activities are students and teachers involved in?*
- *How do students and teachers communicate with each other?*
- *Who talks in the classroom?*
- *What does the classroom look like?*
- *How are students seated?*

-Reading on Zone of Proximal Development(30 min)

Advanced with Tim, Intermediate with Lindsay

Share with a partner from the other group

-Classroom placements and process (20 min)

Expectations for the classroom. (Lindsay and Tim act out “bad/unprofessional” scenes, students give “better” example. Make a list of expectations for being in the classroom.

What will happen next?

Complete volunteer application online (30 min) *check with Joe about using computer lab

Closure next steps (15 min)

Sharing Circle

Zone of Proximal Development



Some questions for discussion:

Who was the first person to describe the Zone of Proximal Development?
Where was he from?

What is the zone of proximal development? Can you describe the three areas in the picture?

What happens if teachers try to teach something that is too easy?
What happens if teachers try to teach something that is too hard?

What are some ways teachers can support students to learn material that is “just right” for their level?

Why is this an important concept for teachers to understand?

Zone of Proximal Development

What are you interested in working with? _____

What can children do BY THEMSELVES at	What can they do WITH HELP?	What can children usually not do yet?
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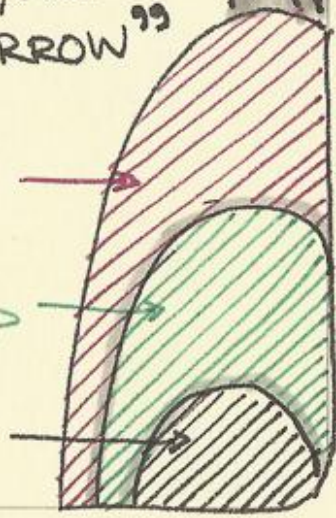
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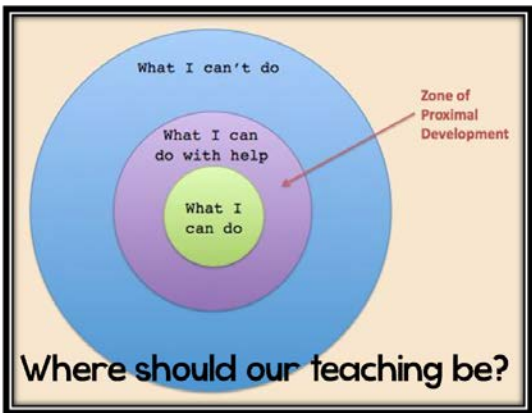


“WHAT A CHILD CAN DO IN COOPERATION TODAY, HE CAN DO ALONE TOMORROW”

- ANXIETY ZONE** CAN'T DO NOW
- LEARNING ZONE** CAN DO WITH HELP
- COMFORT ZONE** CAN DO NOW



Big Idea



The most learning occurs when we are just outside of what we already know.

Inside= Boring
Outside= Too difficult to learn



Shaping the next generation of children
For the World
OPDC
 Ongoing Professional Development Conference

'Okay, class, today we're going to solve equations. Here we go. Who can tell me the answer of this equation: $3x = 12$? No one? Come on, guys. Fine; I guess I'll just stand up here all day until you answer.'

Yikes! Mrs. Green has no clue how to guide her students through this problem! She thinks all of them know the steps to solving an equation and is not giving them any help or clues. Let's see if we can help Mrs. Green use some concepts of cognitive development according to Lev Vygotsky.

Zone of Proximal Development



The Soviet psychologist Lev Vygotsky (1896-1934) developed a theory of cognitive development that focused on the role of culture in the development of higher mental functions. Several concepts arose from that theory that are important to classroom learning. This lesson will focus on one of these concepts: **zone of proximal development**.

The zone of proximal development, or **ZPD**, is an important principle of Vygotsky's work. ZPD is defined as the range of tasks that a child can perform with the help and guidance of others but cannot yet perform independently.

Within the zone of proximal development there are two levels. First we have the **actual development level**. This is the upper limit of tasks one can perform independently. The second level is the **level of potential development**. This is the upper limit of tasks that one can perform with the assistance of a more competent individual such as a teacher or classmate.

Vygotsky viewed the zone of proximal development as the area where the most sensitive instruction or guidance should occur. This would allow the child to develop skills to use on his or her own to develop higher mental functions.

Look at the example of Mrs. Green. How can she use the Zone of Proximal Development to improve her teaching?

Zone of Proximal Development- Group 2



Lev Vygotsky was a psychologist. He was born in Belarus in 1896. He died in Russia in 1934. He developed a theory of cognitive development. Many teachers study his theory today. One important concept he developed is the Zone of Proximal Development (or ZPD).

Think about children of any age. There are some things they can do alone without help. There are some things they can do with help from a friend, parent or teacher--this is ZPD. The teacher can think of ways to support students in completing activities with help. The goal is for the students to keep practicing until they can do these activities without help.

Can do now	Can do with help	Can't do yet
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- 1) A five year old can tie her shoes with help.
- 2) A baby cannot do calculus.
- 3) A first grader can read a short book with her mother.
- 4) An 11 year old can solve addition, subtraction, multiplication and division problems without help.
- 5) An elementary student can do multiplication problems if she draws pictures. She can't do the problems in her head.
- 6) A fifth grader reads independently for 20 minutes.
- 7) Two four year olds are fighting over some toys. The teaching assistant talks with them and helps them think of a way to play together.
- 8) A 70 year old can send an email if her grandson helps her turn on the computer and open the internet.
- 9) A student follows the teacher's outline to design a class presentation.