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Most inspiring is Vivian Paley's deep consideration regarding her mode of instruction and the seriousness with which she undertakes her inquiry in the kindergarten classroom. There were many moments she highlighted that other teachers might shrug off and not think twice about, however Paley listens, re-listens, records, and reflects on each moment that happens in her classroom and attempts to expand on the insights of the children. She treats each moment as "academic wisdom" and gives it the respect and consideration that it deserves to allow her students to continue on their path to self discovery. I disagree wholeheartedly with Hulbert who says that Paley relies on faith, not a lesson plan. It is clear that Paley reflects deeply and is intentional and purposeful with every moment of her teaching, and that is more than a teacher with a lesson plan can say. Paley allows moments to extend into days, or even years in the case of Leo Lionni; she recognizes that teachable moments are often the ones that do not occur as planned.

Paley prioritizes the development of language, reading skills, and social development. It is fascinating the way in which storytelling allows each of these skills to develop. One scene that I believe shows her deep reflection and attention towards every small moment is the scene in *The Girl with the Brown Crayon* regarding Oliver and Mrs. Willens. Oliver struggles with social/emotional skills (one might think his behavior falls somewhere on the Autism Spectrum, the behaviors she describes often lead to quick referral to a special education classroom, but not in Paley's room) and the explosion that occurs with Mrs. Willens might cause the typical teacher distress or to feel negatively or angry towards Oliver. However, Paley remains calm and reflects deeply on the next scene where Oliver draws Reeny a mouse; Mrs. Willens compares him to Frederick and the other students to the "friendly mice who watch over him waiting to hear his stories." Paley takes this small moment as an opportunity to share with us the way that the literary label fit him; how storytelling, play, and the resulting social bonds the children have acquired allowed Oliver to fit in the class and brought him closer with his friends. This is just one example of Paley's deep consideration for each interaction, conversation, and moment in the classroom and how it fits into her larger teaching plan of helping students discover their "truths and harmonies."

Paley's ability to mix the spontaneity of the classroom, to carry and extend the conversations and stories and then reflect, analyze, and consequently go back and fix problems or reassess her thinking is unique and inspiring teaching. She attributes her ability to deeply reflect on moments and thus adapt her teaching to these moments around the use of the tape recorder and the journaling and conversations (even with herself) that occur after the school day. Take for example her interaction with Jamal, the student who she lightly reprimanded for interrupting. After listening to the tape, thinking about it, "stretching it out," she realized that she did not treat his interruptions with the respect they deserved and allowed herself to re enter the conversation with Jamal the next day about what happened and why he interrupted; giving her new insight into his thinking. She refers to these moments as pieces of "academic wisdom," and treats them that way, rather than just brushing off comments and conversations as the students just being kindergartners. In "Wally's Stories" Paley discusses the importance of using the tape

recorder to her process of inquiry; that it “captures the sudden insight,” a misunderstood concept, it helps to figure out what’s missing from discussions, and allows for more articulate discussions. Paley relies on the tape recorder (and journalling) heavily as a means for her to deepen her own understanding and inquiry into the life of classroom community and the daily conversations and lessons.

The biggest moment illustrating the importance of what Paley believes her work entails and the culminating effect is the story she tells of Teddy in the wheelchair. The genuine warm and caring attitude with which the students welcome Teddy is the result of play and storytelling. This is a beautiful moment, a teachable moment that may not have transpired in a simple lesson plan, and it is the result of Paley’s method of playing, storytelling, analyzing, reflecting and adapting. This moment illustrates just one detail of what her model of teaching and inquiry is for: teaching the “essential human emotion, empathy, essential to all of our civilized societies without which nothing we ever do toward a more peaceful world would ever work.”