What Do I Do?
I Teach!

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I became a teacher because I was drawn to the intellectual vigor of teaching young children. It’s exciting and interesting to see how young children make sense of their world through play. I enjoy having discussions with young children to help them understand and explain what they observe.

Three words the children’s families might use to describe me are caring, gentle, and fun.

Three words that describe my teaching style are calm, reflective, and playful.

The best part of the day is when all the children, including those with special needs, collaborate on whole group clay projects.

I would tell a new teacher the most important thing you can do is create opportunities for children, teachers, and families to develop a sense of community.

My favorite children’s book is And Tango Makes Three, by Justin Richardson and Peter Parnell.

One thing that helped me with my teaching is learning how to focus on teaching young children holistically rather than teaching specific content areas. For instance, I teach math and science while baking with the children. They learn to measure and observe changes as they work.

I’m really proud of the commitment to teacher inquiry in our program. It gives us time to reflect on our practice as teachers and researchers in the field of child development.

Families are involved in our program by partnering with us in many ways. We have a parent advisory board as well as fundraising and volunteering opportunities in the classroom. We also appreciate and acknowledge families who support the school by simply being there for their children, making sure they get a good night’s sleep, have a healthy diet, and come to school ready to learn.

At the end of every day I think good practice means you don’t know everything. By being part of a laboratory school, I have the unique opportunity to risk trying new strategies and possibly making mistakes. This allows the future teachers I’m training to learn how to participate in reflective teaching.

One of my goals is to continue using documentation to learn more about how young children participate in whole group projects.