



Early Childhood Specialties

Teacher Training, Tools & Toys

www.EarlyChildhoodSpecialties.com

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Creating a World Where Every Child Is Cherished and Nurtured

By the end of this training, successful participants will:

- ✓ articulate one mission statement and one vision statement for their program
- ✓ compare their program's philosophy to their values and goals
- ✓ adjust roles and responsibilities of lead teachers to follow the mission, vision and philosophy

BEST PRACTICES FOR CENTER POLICIES

Prioritizing Responsive Relationships

"The most important thing children need to thrive is to live in an environment of **relationships** that begins in their family but also extends out to include adults that are not family members in their child care centers and other programs."

(http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change)

Implementing Trauma-Informed Care

Ask "What happened to this child?" instead of "What's wrong with this child?"

Secure attachment relationships buffer the negative effects of toxic stress and promote resilience.

<https://developingchild.harvard.edu/resources/toxic-stress-derails-healthy-development/>

Honoring Diversity

"Acceptance of diversity means that instead of viewing differences as a negative, they are seen as strengths, adding more flavor to life and allowing all to contribute in unique ways" From: Cryer, D., Riley, C., & Link, T. (2019). All About ECERS-3. Lewisville, NC: Gryphon House Publishers, p. 336.

For a helpful framework, see: Gonzalez-Mena, J. 2008. *Diversity in Early Care and Education: Honoring Differences*. Washington, DC: NAEYC.

Being Inclusive of All Children and Families

Desired results:

- a sense of belonging and membership
- positive social relationships and friendships
- development and learning to help all children reach their full potential

See video "Fostering Diversity and Inclusion" <https://www.youtube.com/watch?v=Emhv4t63jyl>

Striving for Equity

In practice, equity means all children and families receive what they need to develop to their fullest potential.

(Position Statement: Advancing Equity in Early Childhood Education)

Prioritizing relationships is the most important thing you can do to create a program where every child is cherished and nurtured.

Roles of Teachers & Administrators in Relationship-based Care

Your job as administrators is to provide the policies and practices that support the primary relationships of teachers and children, within a framework of trauma-informed care, a celebration of diversity, a commitment toward inclusiveness and a commitment toward equity.

- Group size and teacher to child ratios -

AAP Recommendations:

Age of children	Maximum number of children per one caregiver	Group size
0-12 months	3	6
13-30 months	4	8
31-35 months	5	10
3 year olds	7	14
4-5 year olds	8	16

<https://pediatrics.aappublications.org/content/pediatrics/115/1/187.full.pdf>

- Teacher-Child Assignment - Each child has a primary caregiver
- Continuity of Care - Children stay with their primary teacher during the first 3 years

“Prolonged separations from familiar caregivers and repeated ‘detaching’ and ‘re-attaching’ to people who matter are emotionally distressing and can lead to enduring problems.”

Prioritizing relationships in childcare leads to “an emphasis on the skills and personal attributes of the caregivers, and on improving the wages and benefits that affect staff turnover.”

“Young children learn best in an interactive, relational mode rather than through an education model that focuses on rote instruction.”

Source: National Scientific Council on the Developing Child (2004). Working Paper No.1, p. 3-5. <https://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

Criteria for Examining the Quality of Your Teachers’ Relationships (Raikes & Edwards, p. 13-14)

- Adult and child _____ at the sight of each other
- Teacher and child seek close contact with each other
- Adult and child adjust their _____ to each other
- Child relaxes when held by the adult
- Adult’s _____ is comforting to the child
- Child plays productively when the adult is in the room, using him or her as a secure base

Your teachers’ job is to strengthen their relationships with each and every child, especially those who exhibit challenging behaviors.

ACTION PLAN

Mission Statement: _____

Vision Statement: _____

Program Philosophy: _____

Policies & Practices

Goals	Steps to Implementation
Prioritizing Responsive Relationships	
Implementing Trauma-Informed Care	
Honoring Diversity	
Being Inclusive of All Children and Families	
Striving for Equity	

Additional RESOURCES

Baker, A.C. & Manifretti/Peditt, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings*. Washington, CD: National Association for the Education of Young Children.

Raikes, H. H. & Edwards, C. P. (2009). *Extending the dance in infant and toddler caregiving: enhancing attachment and relationships*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Sosinsky, L. et al. (May 2016). *Including relationship-based care practices in infant-toddler care: Implications for practice and policy*. Network of Infant/Toddler Researchers. <https://files.eric.ed.gov/fulltext/ED606686.pdf>

The role of relationships in early childhood education. (2012). *Young Children* 67(5): 10-51. [See pages 50-51 for additional resources]