



“While we try to teach our children all about life,

Our children teach us what life is all about”

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Early Childhood Education Teaching Tips



SUPERVISION OF CHILDREN

- Staff will promote the physical, intellectual, social, cultural, and emotional well-being of the children.
- Staff are orientated, educated, and receive training in order to provide consistency of care to children and to fulfill their respective responsibilities.
- In absence of the child care director, assistant coordinators are designated to act on behalf of the director.
- A person who is qualified to perform the duties of an absent staff member will be provided when needed to comply with the applicable staff/child ratios.
- An adequate number of qualified staff will be on duty to ensure the health and safety of the children in care. The minimum ratio of staff to children is as follows:

Age of Children	Staff/Child Maximum Ratio	Group Size
2 years	1:5	10
3 years	1:7	18
4 years	1:8	21
5 years	1:9	24

- All children are under supervision of a staff member by sight and sound at all times. The teaching staff/child ratio within groups must be maintained at all times to facilitate adult- child interaction, constructive activity and engagement among children.
- Supervision ratios must be maintained in and out of the classroom(playground, gymnasium, library, walks)
- Staff will assure that all children are accounted for throughout the day with frequent head counts and checking the accuracy of the sign-in/sign- out sheets.
- The center must use discretion in the staff/child ratio when a child with a developmental delay or disability is present in a group. Additional staff may be necessary to provide the level of care and supervision required to meet the needs of the child and other children in care.
- Visitor procedures are followed to ensure the safety, security, and health of children and staff.

AREAS OF SUPERVISION

General Indoor/Outdoor Play Rules

- Children are encouraged to pick up toys and learning materials, returning them to designated areas.
- No toys or food should be brought to the center unless requested by the teachers for special occasions. If children do bring these items in, we can put them in the child's personal cubby until it is time to go home.
- Running is for outside.
- A 5 minute warning needs to be given when children should be encouraged to clean up.
- Children must be carefully supervised when climbing the stairs. They need to be asked to stop at doorways and stairwells, wait for teachers, and remain with their group. Railings must be held. Teachers will be creative using songs, games, etc. when transitioning.
- Children are assigned a partner or handle (on a walking rope) for center walks.
- Children are encouraged to keep their hands and feet to themselves.
- Children are encouraged to use kind words and appropriate voices inside and outdoors.

Activity Time

- Children are encouraged to participate in all activities.
- Creativity is encouraged; allow children to do their own activities in their own way (ex.- teachers need to let the child complete their creative projects)
- Teachers build upon the thoughts and actions of children being available and responsive to the child.
- Activities are planned following the Creative Curriculum and developmentally appropriate practices.
- Activities should be challenging but not frustrating.
- Activities should be arranged so that children are able to complete them at his their own skill level.
- Teachers will encourage independence and self-reliance skills in children.
- Two to four children will participate at a time in each learning center area.
- Children are encouraged to explore all center areas.

Lunch Time

- Children and staff must wash hands before and after eating.
- Meals are served family style, encouraging children to try new foods.

- Eating together can be a good social experience. Encourage conversations at mealtime.
- Children should remain seated at the table. Children should sit with chairs pushed up to the table.
- Stay calm when children spill and encourage the child to assist in cleaning up
- Reinforce meal time etiquette such as “please” and “thank you”.

Rest Time

- Children are encouraged to rest. Napping someplace other than home can be difficult for some children. Teachers will assist children with this transition by providing extra nurturing (back rubs, soothing music, etc.)
- Children should toothbrush and toilet before rest time.
- Shoes need to remain on during rest time.
- Keep conversations at a minimum.
- If a child is restless, they may do a quiet activity on their mat or in a designated area.
- Mats are wiped down and sanitized daily. Blankets and bedding are cleaned weekly by the parent.
- Teachers, assistant teachers, or student assistants need to be aware of and position themselves so they can hear and see any sleeping child for whom they are responsible for.

Playground Rules

- Supervision is necessary to prevent unnecessary accidents, ratios must be maintained.
- Be consistently observant of the safety of the children. Station yourself near the climbing toys, slides, and all other fitness apparatuses.
- All sand toys and sand should stay in the sandbox.
- Bikes must stay on paved sidewalk.
- Slides are for sitting and sliding down.
- Running is allowed in the grass and mulch area.
- Each child should brush sand from clothes and shoes when entering from outdoor play.

GUIDES TO ACTION

- Begin learning with the child. Learn their likes, dislikes, how they act when presented with a task they cannot do, how they interact with the other children and adults.
- It is generally relaxing to the children to have adults interacting on their level. Sit on the floor or a small chair with the children. Try to avoid walking from place to place in a supervisory manner. Be ready to move instantly if the need arises.

- When children act in inappropriate ways staff will use redirection and positive guidance to teach skills needed for self-regulation.
- Staff must respect the individual's difference in a child's temperament, developmental level, and learning style.
- Children may just like being near you or sitting on your lap. Focus on his/her desires rather than yours. Keep in mind, though, that some children prefer adult attention and may need help in learning how to make friends with their peers.
- Your responsibility extends beyond the children you are with. Be aware of what is going on in the rest of the room or on the playground. Position yourself to allow view of the total group.
- When participating in an activity with a child, remember the developmental age of the child. Avoid making models for the child to copy. Remember, it is the process that is important, not the product.
- Give the child only as much help as needed in order to guarantee that they have maximum chance to grow independent. Do not do things for the child that he/she can reasonably be expected to do for him/herself. You may make a suggestion on a course of action for the child, and then let him/her do it. Be ready to help if the child cannot do it. Failure is discouraging to children as well as adults.
- Participate, engage with the children.
- **Children are never to be yelled at, frightened, or humiliated in any way.**
- Have consistent daily routines helping children predict what will happen next.
- Adults should not be gathering in groups and conversing.
- Count heads and take attendance frequently, especially with children coming and leaving the center at different times. Always know which children belong in your group and should be with you.
- **Privacy is important to children as well as adults. Do not talk about children, parents, or staff in front of children or other adults.**

GUIDES TO SPEECH

- Your voice is a teaching tool. Speak in a low pleasant but firm voice. Your tone of voice is just as important as your words.
- Use the child's name when speaking to them. Refer to your fellow teachers by their names, "Miss Ava", the children will pick-up on names of others if we are consistent.
- When you need to speak with a child, do so at their eye level. Calling or shouting across the room is not effective or respectful.

- State suggestions and directions in a positive form. Let them know what you want them to do instead of what you don't want them to do. Children tend to hear the end of your sentence so avoid statements such as "Don't put scraps on the floor." Instead say, "Please keep the scraps on the table."
- Be clear and consistent with the classroom rules.
- Children are never to be yelled at, frightened, or humiliated in any way.
- Avoid comparison and competition among children. Children should not feel that their chances for approval depend on being first, best, or better behaved than another child.
- Give logical reasons when needed. An example: "Throwing the ball inside the school can hurt someone or break something. You may throw the ball when we play outside."
- Give choices, when choices are an option. You intend to leave the decision up to the child and you are willing to accept either choice. Say "John has the truck now. Would you like to play with the clay or the blocks?" instead of "John has the truck now. Would you like to play with the clay? "
- Choices about routine are not an option. When you say "Will you wash your hands now?" you are implying this it would be acceptable for the child to say no. It's better to say something like "Time to wash your hands!"
- Help the children take turns and to share toys and materials. Say "Mary has the doll now. Your turn is next." Avoid "Mary had it first. You can have it next." This will have Mary concentrating more on sharing than possession.
- Avoid trying to change behavior by shaming, disrespecting or labeling as good or bad. Instead of "That's a good girl!" when a child puts toys away, say "You remembered to put the blocks away, Nice job!"
- Encourage children to talk, explain things, and tell about their own experiences. Be generous with genuine praise and take every opportunity to reinforce/recognize acceptable behaviors.
- Encourage children to talk about their feelings and ideas.
- Promote problem solving, helping children to manage their own behaviors.
- Teach children to treat others with respect and kindness by modeling this behavior. Your interactions with children, staff, and parents are being watched by little eyes. Be conscientious of how you say things and the body language you use.