Through the Hearts of Teachers Build the Minds of Children

infant and early childhood conference

Through the Hearts of Teachers Build the Minds of Children

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Through the Hearts of Teachers Build the Minds of Children

Goal: Participants will gain an understanding and reflect on challenges that teachers face today and explore strategies that will keep their focus on children’s learning.

Objectives: Participants will be able to…
- Identify and explore how core values define who and what we do.
- Explore challenges of supporting and sustaining teacher’s growth.
- Identify leadership models that will support teachers’ skills.

Key thought: Children need teachers NOT technicians!
Outcomes for Today

1. To recognize and validate that each provider is a leader.
2. To recognize and validate that doing this work is the hardest job in world to do right.
3. To recognize and validate that there are challenges each day in doing this work.
4. Outline a process that will support this work with dignity, respect and caring that comes from the heart.

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Our 🖤's is the most they Need

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Why Did You Choose This Career?

• Love Kids
• Needed a job
• Wanted to do something positive
• I used to babysit my brother, sister or a relative
• Looked like an easy major in school
• Working with children and families is important
• I can make a positive impact in my community
• I want to be advocate for children and families
Why Do You Stay?

At some point in your career...you made a difference in some ones life!!
Core Value Exercise

Fill in the blank:

I believe...

children learn best when I __________________

families in my program are _________________

my teammates will _____________________

that I can ___________________________
Creating a Community of Colleagues

Discuss the following:

• Do have you have shared values?

• What are the challenges in sharing values?

• What is the result when values are in conflict?
How do our Values Impact Our Interactions

How would you respond to...
How do our Values Impact Our Interactions

How would you respond to...
How do our Values Impact Our Interactions

How would you respond to…
What does the quote have to do with today's topic?

“We teachers must be able to catch the ball that children throw us and toss it back to them in such a way that will continue the game, perhaps developing other games as we go along”. (Filippini 1990 as cited in Edwards, Gandini and Formam 1993, 15)
What Drives You Crazy

Why
Reflections

We may…

• Have conflict with other people’s Values

• Have wanted Control

• Have believed others have Learned what you know.
STRESS

- Stress is a normal physical response to events that make you feel threatened or upset your balance in some way. When you sense danger—whether it’s real or imagined—the body's defenses kick into high gear in a rapid, automatic process known as the “fight-or-flight-or-freeze” reaction, or the stress response.©Helpguide.org. All rights reserved. Helpguide.org is an ad-free non-profit resource for supporting better mental health and lifestyle choices for adults and children.

- Stress does not allow us to THINK, only feel!
STRESS

External
* Unexpected change
* People telling you what to do
* Dealing with irritations
* Difficult to cope with all that is going on

Internal
* Feelings of being out of control
* Not sure of your abilities
* Feeling nervous, not keeping up with others
* Get angry when thing do not go your way
* Problems keep piling up

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What can make the children throw the Ball too hard and often?

Stress

- External
- Unexpected change
- People telling you what to do
- Dealing with irritations
- Difficult to cope with all that is going on

- Internal
- Feelings of being out of control
- Not sure of your abilities
- Feeling nervous, not keeping up with others
- Get angry when thing do not go your way
- Problems keep piling up

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Early deprivation that produces stress responses in young children and undermines their healthy development is not restricted to severe cases of physical abuse or highly depriving orphanage care. It is seen in the absence of sufficient attention, responsiveness, and protection on the part of a child’s caregivers.  

Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study Center for the Study of Child Care Employment, University of California, Berkeley  

“...socioemotional well-being is so important for the quality of their professional practice, however, care and education professionals experience higher rates of stress than those in many other fields, and this is a primary reason why many people leave the field (Friedman-Krauss et al., 2013).”

Levels of Stress

• Positive – Brief increase in heart rate, mild elevation of hormones.
• Tolerable – Serious temporary stress buffered by supportive interactions.
• Toxic - is the strong, unrelieved activation of the body’s stress management system in the absence of protective adult support.  Dr. Pat Levitt CA Head Start Zigler Institute 2/3/15
Impact of Stress on ECE Professional

Stress can weaken our ability to...

Provide emotional support to children, families and colleagues.

Provide classroom organization and management/leadership skills.

Provide instructional skill that support learning for adults.
Handling Stress

- Avoid unnecessary stress.
- Alter the situation.
- Adapt to the stressor.
- Accept the things you can’t change.

AND

- Set aside relaxation time.
- Exercise regularly.
- Eat a healthy diet.
- Get plenty of sleep.

AND

Strengthen Your Resilience!!!
Resilience – Strength Based Approach

• What is your definition?

“The ability to recover from or adjust easily to misfortune or change”  
(Webster Collegiate 9th Edition (1983))
Protective Factors for Adults

- Relationships – The mutual, long lasting, back-and-forth bond we have with another person in our lives.

- Internal Beliefs – The feelings and thoughts we have about ourselves and our lives and how effective we are at taking action in life.

- Initiative - The ability to make positive choices and decisions and act upon them.

- Self-Control - The ability to experience a range of feelings, and express them using words and actions that society considers appropriate.
Adult Resiliency Checklist activity:

Reflect On your Protective Factors
Today’s Take Away

“Taking care of children requires taking care of the adults!!”

National Child Care Staffing Study
Recognizing Leadership In Adults

• Leaders are *agents of change*
• Leaders are *defined by what they do*
• Leaders are *developed*
• Leaders *empower other*
• Leaders *are visionaries*

Marcy Whitebook, Ph.D.
Center for the Study of Child Care Employment,
University of California, Berkeley
What we want from teachers is their ability to choose...

Choice & Dignity over Power & Authority

Equity and Empathy over Adult Status

Role Modeling & Relationships over Management

Pedagogical Leadership
Developmental Appropriate Practice for Children 
Pedagogical Leadership

• Acknowledge and support your knowledge of child development.

• Acknowledge and support the individual characteristics of children.

• Acknowledge and support social and cultural aspect of children.
What Are the Outcomes

For Children:
- Trust
- Confidence
- Love a learning
- Community

For You:
Discovery of the success in children’s growing and thriving.
Discovery of success in your colleagues growing and thriving
Discovery of your confidence and leadership abilities.
So what do you do again next year?

- Be...
- Courageous
- Committed
- Competent

As Will Rogers said, “If you want to be successful, it’s just this simple: Know what you’re doing. Love what you’re doing. And... Believe in what you’re doing.”