

Relationships and Interactions: *At the heart of early learning*

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Welcome Getting to share with each other



Welcome Practice using the chat area

Please type in an introduction with your name, and location.

Sent to: All Participants



Time to pause and reflect

Quick Write:

During a quick write, feedback, questions, and comments are welcome in the text chat area.



→ Type in the chat area.



Infant/Toddler Relationships, Interactions, and Guidance Webinar Series

- Part I: Today
May 20, 2015
- Part II: Next Week,
May 27, 2015



Introductions



Elita Amini Virmani,
Director, PITC Home Visiting Institutes &
Co-Director Parent Involvement Project
Center for Child and Family Studies,
WestEd



Poll



Please choose the category below that best fits your current role:

- Administrator/Director
- Infant/Toddler Teacher
- Trainer/Educator
- College Student
- Home Visitor



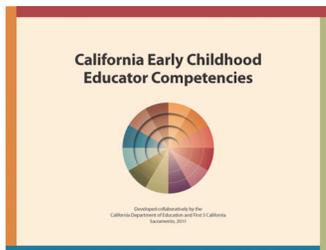
Purpose of Today's Session

*Highlight relevant CA ECE competencies

- Part 1:** Explore relationships as the center of all early learning
- Part 2:** Introduce reflective supervision as a way to support positive social-emotional climate and well-being
- Part 3:** Discuss specific strategies for supporting social-emotional well-being



Early Childhood Educator (ECE) Competencies



Poll



Are you familiar with the Early Childhood Educator Competencies?

- Yes
- No
- Somewhat



What are the CA Early Childhood Educator (ECE) Competencies?

Describe the knowledge, skills, and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.



Why the CA Early Childhood Educator (ECE) Competencies?

- ✦ Improve the quality of early care and education for children 0-5 years old in a systematic way
- ✦ Identify core areas of professional development to focus on



The California ECE Competencies

Organized into 12 overlapping areas:

1. Child Development and Learning
2. Culture, Diversity, and Equity
3. Relationships, Interactions, and Guidance
4. Family and Community Engagement
5. Dual-Language Development
6. Observation, Screening, Assessment, and Documentation
7. Special Needs and Inclusion
8. Learning Environments and Curriculum
9. Health, Safety, and Nutrition
10. Leadership in Early Childhood Education
11. Professionalism
12. Administration and Supervision



Relationships, Interactions, Guidance

Performance area 1

- ✦ Supporting children's emotional development

Performance area 2

- ✦ Social-emotional climate

Performance area 3

- ✦ Socialization and Guidance





PART 1: RELATIONSHIPS AT THE CENTER OF EARLY LEARNING



Development is relational

- ✦ All development occurs within relationships
- ✦ An infant's social and emotional well-being depends on their primary relationships
- ✦ Social and emotional well-being is key to learning in all other areas of development



Quick Write

A sense of social and emotional well-being.

✦ What are you thinking and feeling when you feel a sense of social and emotional well-being?



→ Type in the chat area.



Indicators of social-emotional well-being

- ✦ Sense of security and safety
- ✦ Sense of confidence
- ✦ Feeling of competence
- ✦ Ability to explore and be curious
- ✦ Ability to communicate physical and emotional needs



Disposition defined: the tendency of something [or someone] to act in a certain manner under given circumstances

Dispositions

- ✦ Genuinely interested in and supportive of children's feelings, perceptions, behaviors, and interactions and seeks to understand them
- ✦ Aware of and takes responsibility for one's own feelings, emotions, reactions, and biases





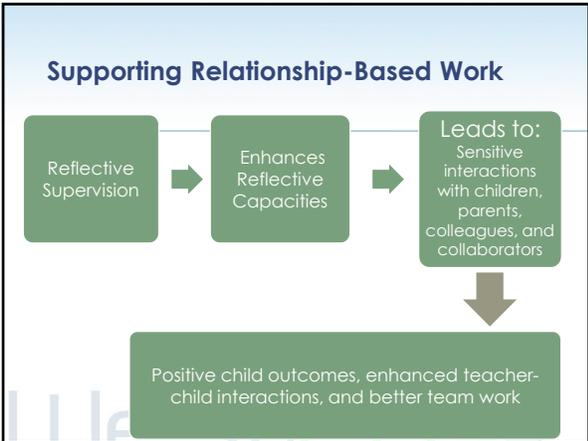
PART 2: REFLECTIVE SUPERVISION AS A WAY TO SUPPORT POSITIVE SOCIAL EMOTIONAL CLIMATE AND SOCIAL EMOTIONAL WELL-BEING



Reflective Supervision

- ✦ Defined as a relationship for learning
- ✦ Essential elements:
 - ✦ Reflection
 - ✦ Collaboration
 - ✦ Regularity





Integrating reflection into your work

Start small: The moment you ask a question you create an opportunity for reflection



Grow to incorporate reflective supervision into your organization or create opportunities for peer-to-peer exchanges




Implementing reflective supervision

Key issues to consider

- Regular meeting times
- Staff and client characteristics
- Space
- Format
- Staff scheduling – supervisors & teachers

Heller and Gilkerson (2009). A Practical Guide to Reflective Supervision.



Impact of reflective supervision

- ◇ Teachers learn to ask questions such as:
 - ◇ Why did I react the way I did to that situation?
 - ◇ Does the way I am interacting with this child have to do with the fact that I had a bad day or does it have to do with the child?
- ◇ Upon reflection, teachers may realize that children have thoughts and feelings of their own that may influence their behaviors or interactions.

Virmani & Ontai, 2010. Supervision and Training in Child Care: Does Reflective Supervision Foster Caregiver Insightfulness? *Infant Mental Health Journal*, 31 (1), 16-32.





PART 3: STRATEGIES TO SUPPORT SOCIAL-EMOTIONAL WELL-BEING



Enhance the quality of teacher-child interactions



- ◇ Self-regulation
- ◇ Empathy
- ◇ Expression of emotions



Specific strategies to promote social-emotional well-being

- ◇ Active/empathic listening
- ◇ **Acknowledge intentions**
- ◇ Descriptive affirmation
- ◇ Contingent responding
- ◇ Scaffolding



Vignette: Digging deeper

Marta, a 15-month-old child in your infant-toddler program, bites Marco's arm (10-month-old) while Marta and Marco are sitting and exploring toys next to one another. This is the second time this has happened.

Supervisor, **how do you respond** when Marco's primary care teacher comes to you distressed and says, "We have a biter in our classroom. I keep on telling the other teachers that we need to keep Marta away from the other children, but they don't listen."



Strategies to support social and emotional well-being in the care teacher and child

- Tell me more about...
- I am wondering about...
- Let's think about...
- Help me understand...
- I am curious about...



Summary

- ✧ Focus on developing relationships
- ✧ Make time for reflection
- ✧ Shift toward responding rather than reacting



Quick Write



Reflect

What is one thing you heard today that you would like to further explore?



→ Type in the chat area.



Resources

California Early Childhood Educator Competencies
<http://www.cde.ca.gov/sp/cd/re/ececomps.asp>

Early Childhood Educator Competencies Self Assessment Toolkit (ECE CompSAT)
<http://ececampsat.org/index.html>

California Infant/Toddler Learning & Development Foundations
<http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>

California Preschool Learning Foundations
<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

PD2GO
<https://f5cae4.org/pd2go>