



Early Childhood Education Teachers

Teachers imparting early childhood education have an integral role to play in the development of the child. The following are some tips which would help teachers involved in this field to effectively deliver their task.

Core Knowledge

Teachers of early childhood education should have core knowledge of the subject that is extensive and comprehensive and goes well beyond common knowledge. The teacher should

- Incorporate content in classroom experiences and activities
- Supplement and enrich learning through sources outside the field of education
- Demonstrate appropriate social and interpersonal relationship skills in a variety of contexts
- Value all knowledge meaningful to the learning experience.

Child Growth and Development

Teachers of early childhood education should be aware that children have disparate developmental outcomes. The teacher should have knowledge that facilitates healthy growth and development in all children. In this regard the teacher should:

- Use knowledge of how young children differ in their growth, development, and approach to learning to create and modify environments and experiences to meet the individual needs of all young children in an inclusive educational setting.
- Recognize typical and atypical growth and development in young children's physical growth, behavior, and performance.
- Set goals which reflect developmentally appropriate expectations
- Commit to fitting the environment to the differing developmental needs of all young children.
- Motivate the children in their lifelong growth, development and learning of the child
- Value to help young children and their families to cope with stress and crisis.

Curriculum and Instruction

The early childhood professional should have the appropriate information that would be developmentally suitable for the child including not only instruction from the textbook but should also include play and other meaningful exercises that would produce a healthy individual. Teachers should

- Demonstrate current knowledge of how to implement meaningful, learning integrated and play experiences into curricula which promote the development of the whole child.
- Understand that overall development influences learning and instructional decisions for all young children.
- Facilitate active learning and knowledge construction in the classroom through making choices available that acknowledge the personal needs and interests of all young children in the environment, recognize different learning styles, strengths, and developmental levels, provide real and relevant problem-solving situations and encourage both adult and peer interaction.
- Stimulate young children's reflection, promotes critical thinking skills, and encourage methods of inquiry by linking new ideas to familiar ones and to prior experiences, provide opportunities for active engagement, manipulation, and testing of ideas and materials.
- The teacher should also engage young children in research and hypothesis testing and develop curricula that encourage young children to see, question, and interpret ideas from diverse perspectives.



Learning Environment

The early childhood professional should promote an environment that nurtures and encourages the physical, aesthetic, moral, intellectual and emotional health of the child. The teacher can achieve this by:

- Involving all young children in the group in a smoothly functioning learning community in which the children assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- Creating and modifying the environment and curricular experiences to meet the individual needs of all young children in the group.
- Establishing and maintaining a physically and emotionally safe and healthy learning environment for all young children in the group.
- Organizing, allocating, and managing the resources of time, space, and attention equitably for all young children in the group.

Source: www.doe.state.in.us