

Making Every Moment Count

Presented by Heather Porteous and Susan Bernstein-Alton
Early Childhood Education Consultants

Introduction Activity

Take a few minutes to think about what you want to learn, discuss, or do differently in your care practice.

What is your professional identity?

Jot down 5 words to describe your style, method, early childhood practice.

--	--	--	--	--

Continuity of Care

continuous, predictable, secure

- Defined as:

parent – provider

provider – provider

home – care environment

classroom – classroom

Take into account the context of different carers and environments

- Principle of Continuity of Care

- Compatible care methods

Reflection 2:

How do you create a dialogue where care providers and families share, develop and understand specific care routines from home to provider and provider to home?

Observation is the key	Respect	Authenticity (slow down, communicate)	Consistency (routines, limits)	Attention (wants something/ants nothing)	Exploration (play)	Theory
Brain/Cognitive Development		Vocalization = language development				
Social-Emotional Development		Attachment vs. Mis-match repair				
Motor Development	Infant capable: reach, turn, grasp		Physical appropriate response to routine			
Environment	Brain development through interaction with the environment					
States of Being:	Arousal	Attention	Active alert	Deep Sleep	Light Sleep	Quiet Alert

Occurrences of Developing Skills and Abilities

- Sleep patterns develop
- Sits up
- Crawls
- Stands with support
- Hold objects
- Grasps
- Transfers objects from one hand to another
- Signals with cries, sounds, gestures
- Smile becomes a structure
- Cooing Acute sensitivity to sound and rhythm patterns in flows of speech
- Discriminates between native language sounds and non-native sounds
- Turn taking in interactions
- Intentionality
- Peek-a-boo
- Synchrony with care taker
- Babbling
- Using pitch and volume to communicate
- Means-ends: gestures, points, points and reaches to get objects
- Consonant vowel combo(mama, baba, dada)
- Head control
- Rooting
- Grasping
- Sucking
- Stranger anxiety
- Eye contact
- Early memory: recognize familiar events and faces (0-3 mo)
- spontaneous imitation of often practiced actions of mother
- Cause-effect relationships
- Goal directed behavior
- Roll in both directions
- Turn head in both directions
- Respond to name
- Show excitement by kicking arms and legs
- Track items with my eyes without turning my head
- Show interest in my hands and enjoy looking at them
- Comfort self with thumb, hold special blanket
- Put things in containers
- Feed myself
- Hold and play with spoon at meal times
- Remove pieces from puzzles and ring stacks
- Preference for certain types of pleasurable interactions and play sequences
- Play

Care Routines in Practice

- Care Providers Agenda

RESPECT

AUTHENTICITY

CONSISTANCY

ATTENTION

- Child's Agenda

Importance of being aware of the developmental stage children in our care are experiencing life

Sensory Motor Stage is a developmental stage in which sensory input: visual, auditory, tactile and olfactory, are primary means of learning and understanding the world for an infant and toddler. As adults we are de-sensitized to the multitude of sensory stimulation we experience and so do not realize the amount of stimulation that perceived by the child. In order to be respectful Educarers it is important to be aware of the sensor experiences that we are providing for the children in our care.

Skin is the largest organ.

Children's experience of our care defines their care for themselves and others.

Eucarers shape the experiences.

Nose Wiping Routine

First Approach:

Task Focused

- Adults need is prioritized over child's experience.

Second Approach:

Sports Casting and Slowing Down

- Child's experience is appreciated and respected in relationship to the need to accomplish the care routine.

Hand Washing Routine

First Approach:

Task Oriented, Distracted Attention

Second Approach:

Focused, sports casting, consistent care routine in method and schedule, respectful, engaged.

Feeding Routine

First Approach

Disengaged

Second Approach

*Attention, building mastery about
food and mealtimes*

Diapering Routine

First Approach:

Task Completion Objective

Second Approach:

Relationship Building:

Wants Something & Tarry Time

Sleep Routine

First Approach:

Mothering Style

Second Approach:

Educarering Style

The Importance Of Observation

What are the qualities of good observation?

When do they occur?

How do you successfully record and communicate to colleagues?

Wants Nothing Time

FLOOR TIME

- Free Movement
 - Independent Exploration
 - Uninterrupted Time
 - No Adult Agenda
- Allows infants and toddlers and opportunity to solve problems and overcome challenges on their own.
 - Respects child's intrinsic motivation.
 - Provides Educarers an opportunity to learn about each child's unique ways of communicating needs and observe development occurrences.
 - Gives Educarers insight into child interests and capabilities.

Self Reflection and Evaluation Question 1

- How and why are routine interactions essential building blocks in children's early overall development?

Principles

What are the principles and ideal methods of quality caring relationships between Infants and their care providers?

- Respect
- Basic trust
- Authenticity
- Sports casting
- Slow down
- Teachable moments
- Predictability of routines
- Tarry time
- Patience
- Presence of mind
- Calmness
- Reassurance
- Self-acting/ motion - initiator, self learner
- Safe, cognitively challenging, emotionally nurturing environment
- Uninterrupted play
- Freedom to explore
- Involve child in all caregiving activities the child is not passive recipient
- Conduct meaningful goal oriented and quality observations frequently
- Consistent boundaries, expectations, and limits to develop discipline

Self Reflection and Evaluation Question 2

- How does your practice reflect the goals of using routine care to build and develop each child's unique potential and how does this workshop help you to reflect on your practice as an Educators?

Self Reflection and Evaluation Question 3

- At this point in the workshop what words would you like to add or change to describe your professional identity?

--	--	--	--	--

Reflection 2: As you are given this new stone, how is the development of your interest in the stone, understanding of the stone different from the first stone?

Connecting Principles to Care Routines

Significance of everyday caregiving activities and routines in infant learning.

Diapering	
Hand Washing	
Feeding	

What is the hardest thing during the care routine?

What are the parents expectations about the care routine that make work challenging?

Do you communicate with co-worker during the care routine or with child?

Where does self-regulation fit in to the care routine for infant in the process & /or for the other infant waiting?

What are the physical sensations and stimulations that are occurring during the care routine?

How is this care routine's interaction building the relationship between the infants and care provider?

How will you be present during the care routine and what can you do to prepare?

What does it look like, sound like to engage the infant in cooperative participation during the care routine?

How will you model and communicate expected behaviors for this care routine?

Care Routine:

What does it look like?

What do you want to do differently?

Care Routine:

What does it look like?

What do you want to do differently?

Care Routine:

What does it look like?

What do you want to do differently?

Final Reflection:

As you are given this new stone, describe the development of your interest in the stone.

Is your understanding of the stone different from the first?

“

I am not a teacher I am an awakener

”

Robert frost

“

Teaching is a question of trying to empower persons to change their worlds in light of their desires and their reflections, not to change it for them.

”

Maxine Greene

“

Trust develops when the primary carers allow the child to anticipate what is going to happen to him. They must relate their trust in the infant and view him as an initiator of activities.

”

Magda Gerber

“

Respect is shown by treating the infant as an active participant, rather than as a passive recipient in all interactions.

”

Emmi Pikler
