

Redleaf Press instructor's guide to

Second Home:

A Day in the Life of a Model Early Childhood Program

by Claire Copenhagen Bainer and Liisa Hale

summary

Significant research has shown that young children learn best through play in thoughtfully designed, developmentally appropriate learning environments and when engaged in responsive, nurturing relationships with caregivers and peers. *Second Home* shows how child care professionals can replicate such an environment in a group care setting. The authors offer an intimate account of a typical day at their center in age-specific chapters that describe children's interactions with teachers and peers and that describe teachers' roles in creating a rich, harmonious environment for play.

The accompanying DVD offers nearly an hour's worth of vignettes filmed on-site that illustrate the teaching concepts. It also contains a thirty-minute video that provides a comprehensive overview of the BlueSkies child care program.

learning objectives

After reading this book, students will be able to:

- provide an overview of the history and theory of play-based, child-centered teaching
- define the hybrid model of child care proposed by the authors
- identify the different developmental and social needs of children from ages birth through five
- apply effective strategies for responding to the different developmental and social needs of children ages infant through five
- identify and provide examples of effective routines, rules, procedures, and transitions
- apply effective strategies for promoting trusting family-teacher relationships
- identify effective ways to train and inspire staff

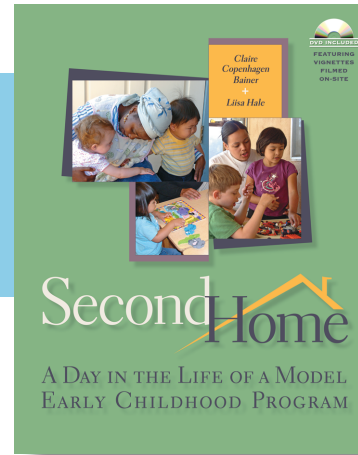
about the authors

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- DVD (contains video vignettes illustrating age-specific chapters 2–7 and hand washing routines, plus the BlueSkies for Children video *Beyond the Curriculum: How Responsive Relationships and Thoughtful Teaching Enhance Quality Care*)

curriculum scope and sequence

<p>Chapter 1 The Evolution of Early Care and Education</p> <ul style="list-style-type: none"> • identify the major pioneers in early care and education studies • identify some of the major contributions made by those pioneers • describe some ways that teachers today bring to life the theories of the early pioneers • define the hybrid model of early care and education proposed by the authors • identify the most important, overarching attributions of child care communities 	<p>Chapter 2 Premobile Infants (0–16 months)</p> <ul style="list-style-type: none"> • identify the primary developmental goals for infants • describe how a teacher can guide and support infant separation and transition • identify the four physical systems of child development • describe some ways adults can support infants’ self-regulation • identify the three key phases of an infant’s day • describe what is meant by responsive and attentive care • list some of the reasons infants cry and the best ways to soothe them • define <i>empathetic response</i> • define <i>healthy attachment</i> 	<p>Chapter 3 The Physical Year: One-Year-Olds (10–26 months)</p> <ul style="list-style-type: none"> • identify the primary developmental goals for young toddlers • identify some examples of developmentally appropriate toys and equipment for young toddlers • understand a young toddler’s world-view • describe some steps to ease separation anxiety • identify ways to teach self-regulation • identify five teaching tools that build trusting relationships • explain the importance of behavior modeling
<p>Chapter 4 The Age of Autonomy: Two-Year-Olds (20–36 months)</p> <ul style="list-style-type: none"> • identify the primary developmental goals for two-year-olds • define and provide an example of <i>Ask-Say-Do</i> • describe the importance of structure to a two-year-old • identify ways to encourage autonomy in two-year-olds • identify ways to help two-year-olds manage social situations • provide positive alternatives to aggressive physical behavior • identify methods that a teacher and child could use to manage tantrums 	<p>Chapter 5 Beginning Social Overtures: Three-Year-Olds (30–48 months)</p> <ul style="list-style-type: none"> • identify the primary developmental goals for three-year-olds • describe ways a teacher can use the environment as a teaching tool • describe ways a teacher can establish a positive tone in the classroom • identify methods for working with three-year-olds on their social skills • define <i>socially useful language</i> • compare associative play with cooperative play • describe different approaches to toilet learning • identify routines and activities that support self-regulation • give some examples of how to create an atmosphere of safety and caring 	<p>Chapter 6 Joie de Vivre: Four-Year-Olds (44–66 months)</p> <ul style="list-style-type: none"> • identify the primary developmental goals for four-year-olds • describe some of the unique developmental challenges that four-year-olds have • identify ways a teacher can help four-year-olds resolve conflicts • understand sexual exploration in the preschool years and identify signs that may indicate abuse • explore the concept of <i>lying</i> as it relates to four-year-olds • understand the importance of play as a medium for learning • identify ways a teacher can act as a “participant observer” • explore the roles of literacy and abstract thinking • explore the concept of <i>emotional manipulation</i>

curriculum scope and sequence

<p>Chapter 7 Ready for Kindergarten: Five-Year-Olds (56–78 months)</p> <ul style="list-style-type: none"> • identify the primary developmental goals for five-year-olds • provide examples of cooperative play • describe ways a teacher can determine what children need and enhance children’s play • identify ways to create a word-rich environment • identify signs that indicate a child is ready for kindergarten • identify the steps involved in preparing a kindergarten assessment report • describe the multiple layers of kindergarten readiness • describe ways to teach five-year-olds about difference • understand the importance of group play 	<p>Chapter 8 Routines, Transitions, and Schedules</p> <ul style="list-style-type: none"> • understand what is meant by “positive habitual responses” and how to create these responses • identify some ways that routines provide security and predictability • identify some methods for teaching social skills • define <i>schedule</i> in the context of an early childhood setting, and explain why such schedules need to be both consistent and flexible • define <i>transition</i>, and identify techniques for smooth transitions • define <i>rule</i>, and explain the importance of rules in the context of an early childhood setting • define <i>procedure</i>, and explain how procedures support independence, learning goals, literacy, and creative expression in an early childhood setting • identify ways schedules, transitions, rules, and procedures support social development 	<p>Chapter 9 Staff Relationships and Teacher Training</p> <ul style="list-style-type: none"> • describe the role of early childhood teachers as models • identify what can make communication between children and their teachers and between staff members difficult, and describe why communication is so important • understand how a framework for establishing quality relationships is built • describe some of the benefits of teamwork in early childhood settings
<p>Chapter 10 Family-Teacher Relationships</p> <ul style="list-style-type: none"> • describe how teachers can share perspectives with parents • explain why good communication between teachers and parents is essential • identify ways teachers can work with parents to address children’s behavioral issues • explain the importance of role definition for early childhood teachers in relation to parents • describe how teachers, parents, and children can form a triad of support within the child care environment 	<p>DVD Vignettes <i>Snapshots of Age-Appropriate Teaching and Learning at BlueSkies for Children</i></p> <ul style="list-style-type: none"> • identify the different developmentally appropriate expectations for infants through five-year-olds when hand washing • identify developmentally appropriate physical environments for infants through five-year-olds • provide examples of teachers implementing the practices described in chapters 2 through 7 of <i>Second Home</i> 	<p>DVD Video <i>Beyond the Curriculum: How Responsive Relationships and Thoughtful Teaching Enhance Quality Care</i></p> <ul style="list-style-type: none"> • provide an overview of the child care program at BlueSkies for Children (formerly Association of Children’s Services) • explain how responsive relationships and thoughtful teaching enhance quality care

discussion questions

1. What do the authors mean by the hybrid child care model? How does it differ from other models of child care you're familiar with?
2. Identify three of the early pioneers in early care and education studies and note their major contributions to the field.
3. Describe how a teacher can guide and support infant separation and transition.
4. Identify the three key phases in an infant's day.
5. Define attachment and name some ways the teachers at BlueSkies for Children foster healthy attachments between infants and teachers?
6. Describe the steps a teacher can take to help ease a young toddler's separation anxiety.
7. Explain why it is important for teachers to model expected behavior.
8. What are some ways a teacher can help infants and young toddlers learn to self-regulate?
9. What do the authors mean by *Ask-Say-Do*? Provide an example of how you would put this idea into practice.
10. If a two-year-old bites a classmate, how might a teacher respond, according to the principles of this book?
11. In what ways can a teacher use the environment as a teaching tool?
12. Compare and contrast associative play with cooperative play. What ages of children would you expect to see engaging in each type of play?
13. Describe some different approaches to toilet learning.
14. Identify some activities that support self-regulation.
15. List some of the unique developmental challenges that four-year-olds have.
16. What kinds of conflicts are typical among four-year-olds and what are some ways to resolve them?
17. What is meant by the phrase, "play is the work of young children?"
18. Identify some of the ways a teacher can act as a participant observer.
19. Provide an example from the book of how a teacher can determine what children need and use that information to enhance children's play.
20. List five signs identified by the National Education Goals Panel that indicate a child is ready for kindergarten.
21. Describe some ways that a teacher can help teach five-year-olds about difference.
22. Identify techniques that can be used for smooth transitions.
23. Explain how routines, transitions, schedules, and procedures can support social development.
24. According to the authors, what is the most important quality needed for establishing quality relationships between staff members and between staff and parents?
25. What are some ways that teachers can work together with parents to address children's behavioral issues?
26. Why do you think it is important for teachers to clearly define their role in relationships with parents?
27. Describe how teachers, parents, and children can form a triad of support within the child care environment.
28. Watch the hand washing vignette and identify the different developmentally appropriate expectations for infants through five-year-olds.
29. Write down what you've learned from the book and the video about how responsive relationships and thoughtful teaching enhance quality care.

further reading

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internet resources

BlueSkies for Children

www.blueskies4children.org

Special Start Training Program

www.mills.edu/specialstart

National Education Goals Panel

govinfo.library.unt.edu/negp

class activities

1. You found two four-year-olds "playing doctor." Discuss how you might handle this situation with the children and with their parents.
2. Pretend you are a new teacher at a child care center. Write a letter to parents that introduces yourself and explains your philosophy of child care. Discuss with your classmates how your philosophy is the same as and is different from the philosophy of the authors of this book.
3. Break into groups of three. Have two students in each group act as three-year-olds while the third student acts as a teacher. Pretend both children want to play with the same toy, and have the teacher help the children resolve the conflict.
4. As a class, discuss how a persistently crying infant makes you feel and identify positive methods to deal with persistent crying.
5. As a class or within small groups, play a game together. It can be any game that works for your size of group. Then discuss how the play made you feel. What did you learn from it? How did playing a game differ from your day-to-day classroom activities?