

# PILLARS OF EXCELLENCE

## Teacher-Child Interactions Matter

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While looking around your classroom it is not unusual to see the children as a group, instead of a collection of unique individuals. Young human beings with their own thoughts, feelings, expectations, needs, desires, and interests. Curriculum elements, activities and events are often designed for the whole group.

Best practices encourage individualization in this planning process. This means meeting the needs and requirements for each child as well as a general overview of student and classroom needs.

### Learning Outcomes

1. The student will construct meaning from instructional messages through reading, watching videos, reflecting upon the material, reflecting on and testing their understanding on the importance and value of positive engagement with each child in their care.

The student will illustrate understanding by applying the information presented by constructing a process of engaging in an individualized process of positive interaction and engagement to promote successful outcomes chosen by the student.

### Knowledge Content Area

- 3 annual training hours
- Interactions Washington Level 2,
- Oregon Core Knowledge: Learning Environments & Curriculum 5.1.7 Set 1



### Overview

The Why

Child focus

SMART Goals

How to begin

Consider this

Children want attention

Time to reflect

The Forgotten child.

The effective teacher

Intentional Interactions

Based on Understanding

Authentic Observations

Watch for Cues

An Opportunity

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Intentional Awareness

It's Time to Play

Recognizing Ques

What do you do? Positive Interactions

Theoretical Framework

Predictors of Interactions

Implicit and Explicit Bias

Temperament

Initiated Interactions

Effortful Control

Transactional Relationship

How to engage daily

Connect Daily

Set the tone

Welcoming Every Child

Every Entrance Matters

Builds Community

Routines Support Engagement

Modeling Engagement

Support Autonomy

Montessori Snack Time

Action Plan

Next Steps