

BEGINNING OF THE YEAR DISCUSSION TOPICS WITH ASSISTANT AND STUDENT TEACHERS:

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- I'll lead meetings for the first week or two to set the tone and expectations.

- Children need to learn limits and expectations from the very beginning.

- Setting limits
- Need to let children know we are the adults to make them feel safe
- Follow through with what you say
- Children will test us
- Student teacher: have assistants and head teacher deal with separation at first. Ask many questions in beginning.

- SEPARATION:

- Learn each child's learning styles
 - β Helpful in knowing how to deal with situations
- Each will set routine

- Learn names of children, parents, caregivers.

- Student teachers: get to know children and what four and five year olds are all about.

- Arrival time and worktime:

- teachers should choose an area in the room to supervise and interact with children. (Sometimes the head teacher will talk to you about what area of the room you will supervise in advance). If you notice a child sitting alone, keep them company. Encourage other children to join the table as they arrive.

- MEETING TIME:

- 9:00 clean-up
- person leading meeting
 - β go to the carpet first when majority clean up
 - bring group together
 - other teachers help with separation
 - close door
 - help children settle in when they are late
- teacher support
 - β group management
 - β quietly talk to children so don't disrupt the whole group

- Do not draw for the children.

- Encourage the child to do it on his/her own.
 - β Think about shapes, parts of the body, etc.
 - β working with other materials
 - encourage children to explore, discover, and make predictions about the materials by asking questions such as, "What do you think would happen if _____?" or "What do you think come next?"
 - Never tell them what the child should do with the materials. Let them explore and figure it out on their own.

- Encourage children to be autonomous and independent.

- If a child asks for help, tell him/her to try doing it on his/her own (ie. dressing themselves).

- Verbally explain to the child can do the task. Explain how the child will learn by practicing. Teachers can also have them ask another child to help if they cannot do it on their own.

- Write their name and date on the left hand corner of their painting.

- Encourage children to do it on their own if they can.
- Children should write their names on all their work.

- NO talking about birthday parties and playdates

- avoid hurt feelings.

- Children must tell a teacher when leaving the room.

- Keep drinks up high on the teachers' shelf where a child cannot reach it.

- DAILY ROUTINE:

- Each morning, teachers set up the classroom:
 - β Unstuck chairs and put them around the tables.
 - β Put out writing materials on the writing table. In the beginning of the year, put out six pieces of paper on the table. Later in the year, the children will get their own paper.
 - β Put out puzzles and manipulative materials on big table.
 - β Put out playdough.
 - β Message board

- After dismissal, teachers are responsible for straightening out the classroom:
 - Washing dishes, coasters, etc.
 - Straighten out bookshelf
 - Straighten out shelves (manipulative materials, blocks, dramatic play, etc)
 - Stack chairs
 - Wipe tables and counters
 - Restock writing paper, painting paper, etc. if necessary

- MEETINGS:

- We will have a team meeting once a week to plan for the following week. At this time we will plan curriculum, decide who will read story, run meeting, etc.
- Individual weekly meetings
 - Write down questions during the week
 - Time for us to ask each other questions about what is going on in the classroom.
- Section Meetings (Wed)
- ADVISORS:
 - Plan in advance
 - β Meetings need to be after school possibly lunch if full staffed
 - β Let me know when you have to meet with teachers and how long
 - Make sure you are aware of classroom schedule

- COMMUNICATION

- Report injuries and conflicts between children to the head teacher.
- PARENTS:
 - If a parent asks questions about their child, direct them to the head teacher. If they tell you about a child's condition, dismissal information, etc. make sure to share this information with the other teachers in the classroom.

- Adult tend to go to student teacher when uncomfortable talking to head teacher
- Mistakenly use wrong term
- Misinterpret situation
 - I'll ask the other teachers and we'll get back to you

- Ask questions if don't know what to do. Can never ask too many.

- Communicating with teachers:

- What is your learning style?
- How do you organize tasks?
 - β Write things down
 - β Plan ahead?
 - β Need reminders?/Hate reminders
 - β How do you like to be approached during conflict, disagreement, etc.
 - β What is your communication style?
 - Yuko:
 - If in bad mood, stressed out, tell us. I'll tell you so you know why.
 - If you disagree or conflict, tell me directly (nice way please). Hate being passive.
 - β Clear up miscommunication
 - Sometimes I can be forgetful
 - Too much to think, plan, organize.
 - Ask lots of questions
 - β You may agree or not agree in the way we do things
 - β Open to suggestions
 - May not always implement them

- Will try to tell you why
- Tend to let teachers experience and make mistakes
 - β Later reflect and talk about experience
 - β Sometimes will tell you what need to do if affects the class.
- Try to plan ahead
 - β Need to be flexible
 - β Sometimes spontaneous and change plans
 - Go with children's mood/group
- Expect teachers to be there as support.
 - β Feel like I'm the only adult in the room
 - Overwhelming in beg. Of year.
 - Teachers should feel like they are as important and contribute.
 - β Aware of time
 - β Remind of schedule change, etc.
 - β Jump in to help children before conflict escalate
 - β Stay back listen and if needing help jump in.