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FOUNDATIONS OF SOCIAL EMOTIONAL DEVELOPMENT, IN A POST PANDEMIC DIGITAL WORLD

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OVERVIEW

Parents as child(ren)'s first teacher
 Lessons learned as parents, teachers, and teacher leaders
 COVID experience of a young child
 COVID Ripple Effect
 What are we seeing today?
 What do we do?
 Reframing our approach (Patience vs. Understanding)

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PARENT AS A CHILD'S FIRST TEACHER

REDEFINED

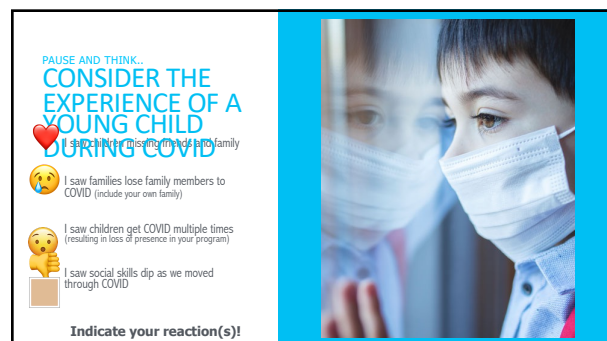
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WHAT DID WE AS PARENTS,
TEACHERS, AND TEACHER
LEADERS LEARN?

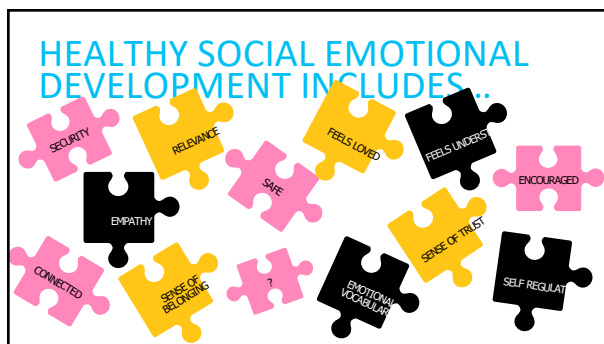
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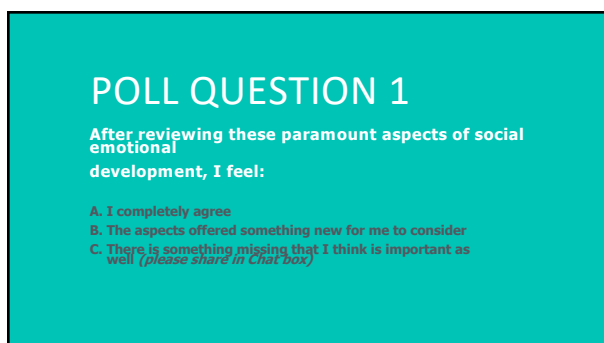
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LYDIA “PLAYING SCHOOL”



Chat box response:
What do you think was pivotal for me in this observation?



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REALITY CHECK

- I needed to:
- observe more often
 - listen closer
 - avoid assumptions
 - ask more questions
 - reflect more often
 - plan intentionally
 - assess more often
 - collaborate widely
 - learn more!



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THE COVID RIPPLE EFFECT



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WHAT ARE WE SEEING NOW?

- Inconsistent ability to utilize self-regulation skills
- Collaborative or small group activities tend to end in frustration (turn-taking, perspective taking, ego-centric)
- Academic and social recovery?

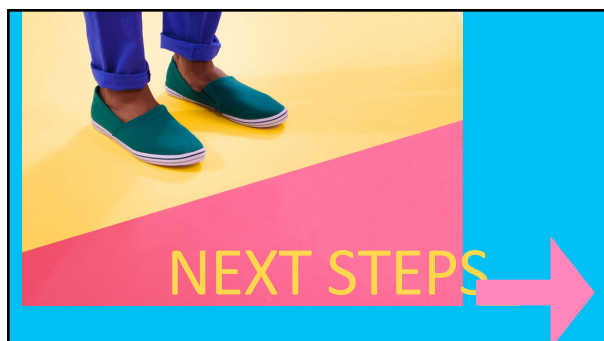
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How has this manifested in the landscape of early learning post COVID?

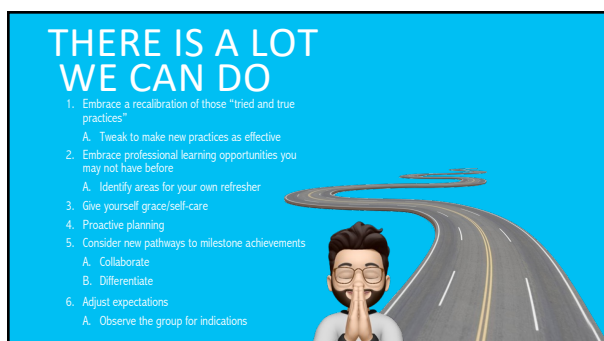
UPTICK IN REFERRALS FOR SPECIAL
EDU
CLASSROOM MANAGEMENT
DIFFICULTIES
FRUSTRATED PARENTS
BURNOUT/TURNOVER

Give a thumbs up reaction 👍) if you have been seeing any of these!

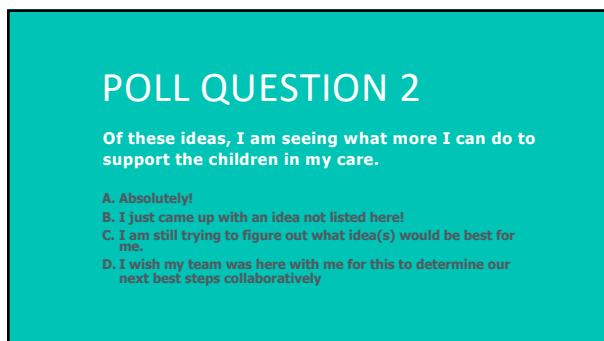
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PATIENCE VS UNDERSTANDING

Patience:

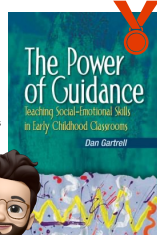
The capacity to accept or tolerate a delay, trouble, or suffering, without getting angry or upset.

- Oxford Languages

Understanding:

To be sympathetically or knowledgeably aware of the nature or character of

- Oxford Languages



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PATIENCE VS UNDERSTANDING

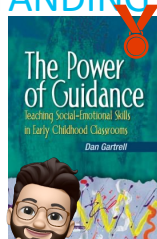
Presence in the classroom

Patience:

- "We all need to wait for Tyler."
- "No one is listening today!"
- "Looks like we are going to miss some outdoor time today..."
- "Jonah, will you just stop doing that?"
- "It looks like we have forgotten how to use the block center, so it will be closed today."

Understanding:

- Teacher plans extra time for some children to use the washroom before going outside.
- Teacher recognizes rambunctiousness and adjust plans accordingly for transitions.
- Teacher is aware of children's needs for attention and how to provide that in productive and positive ways
- Teacher acknowledges that children need to be re-modelled how to use materials, as well as have an adult present in the center after re-modeling



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POLL QUESTION 3

How can you better utilize an **UNDERSTANDING** approach in your work with children and families?

- A. Plan more proactively
- B. Build better relationships with children's unique needs
- C. Diversify transitions for the children throughout the day
- D. Partner more with caregivers/parents to learn more about children


Note the adjectives: Plan, Build, Diversify, and Partner

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LAUNCHED INTO A DIGITAL WORLD:

WHAT HAVE YOUNG CHILDREN LEARNED?

- Navigating apps (school/family approved)
- Engaging with peers over virtual classes
- Creating content and sharing it digitally
- Being creative in ways outside of handheld art materials
- Utilizing devices with family to be an avenue for learning, inquiry, and communication
- Independence/self-agency



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APPRECIATION & AMBIVALENCE


Appreciation:

- Ability to be creative in new ways
- Ability to connect with individuals outside of the classroom
- Ability to integrate technology with hands on materials
- Ability to connect with families more easily
- Ability to assess and document in new ways
- Ability to support inquiry projects in new ways


Ambivalence:

- Over-reliance on technology
- Unbalanced technology knowledge
- Cyber-safety
- Screen-time issues (addiction)
- IT/WiFi issues at my center/building
- Device management
- Balance of time in the classroom
- New approaches emerging...





It is okay to move back and forth



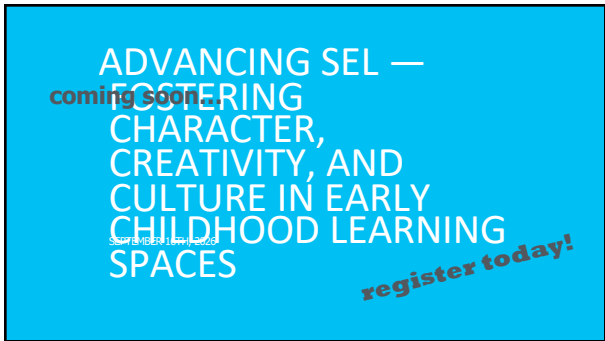
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QUESTIONS? REFLECTIONS?

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