

# Teaching in the Neighborhood

May 2022

A monthly dose of teaching ideas, updates, and inspiration for teachers across the Neighborhood EBSOC, Ellis Early Learning, Epiphany Early Learning, Horizons for Homeless Children, Nurtury

## Upcoming Workshops and News

**New Teacher Workshops:** Join us this Wednesday, May 25, from 9-10am either in-person at Horizons or online via Zoom for a FREE hybrid workshop for new teachers. Our focus will be on Collaboration and Teamwork - with your teaching team and with families. This is a monthly workshop series for any teachers new to the Neighborhood or anyone who is interested in the topic of the month. Email Megina to sign-up and receive the Zoom link: [mbaker@neighborhoodvillages.org](mailto:mbaker@neighborhoodvillages.org)

Upcoming topics - dates and times coming soon:

Observing and Documenting Learning (June 2022)

Curriculum for Young Children (July 2022)

**Teacher Communities of Practice** are on summer vacation! Stay tuned for new options starting in September.

## Challenging Behavior: Respond like a PRO

TEACHER TALK!

You're out on a walk with your class when a child flops on the ground and refuses to walk any farther. You've just served lunch and one of your toddlers throws her tray on the ground. These moments can be so frustrating to teachers. Remember that challenging behavior is normal, expected, and provides a teaching opportunity.

### Responding like a PROfessional:

- **Self-Care.** Take a deep breath. Center yourself. If you need it, ask your colleague for a quick break to recenter. Or model naming emotions - say, "I'm feeling frustrated and I need a little break. I'll be right back."
- **Behavior is communication.** Ask yourself, "What is this behavior telling me?" Desire for connection? Need for more control? Unmet physical need? Think about how you can meet the unmet need in a positive way.
- **Name the behavior you want to see.** Use clear, positive statements. "Sit right down." "Hold my hand."
- **Every 5 minutes is a new 5 minutes.** Separate the behavior from the child. The behavior may be challenging, but the child is always a child. Reset and give them a new chance, a new start, and reconnect.
- **Teaching is different from parenting.** Challenging behavior in the classroom requires a more objective, professional response than might be ok at home. Check out the [NAEYC Code of Ethical Conduct for Early Childhood Educators](#). The first principle is: *Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children.*

**Think of a moment when you responded to challenging behavior in a calm, supportive, professional way. Feel proud!**

# Great ideas from great teachers

Highlighting excellent teaching happening in the Neighborhood this month!

Nurtury preschool teachers launch an in-depth BALL exploration

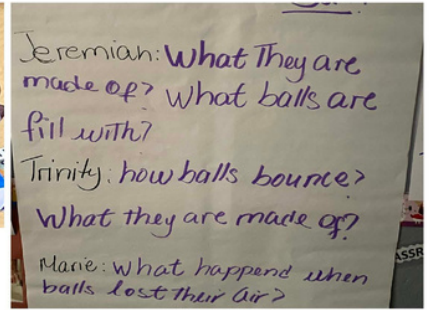


**Balls**

Ball Investigations are happening at Nurtury this month. Children interact with balls daily. This study allows children to stop and reflect on how they feel, roll, bounce, move, change....and so much more. Teachers have been gathering new balls, old balls, balls from families....

This class is allowing the children to lead the investigation: They are gathering information about what the children already *know about balls and what do the children know about balls?* A child was curious about how balls bounce....

So... Febe a teacher at Horadan Way, asked the children to predict which ball would bounce more a basketball or a plastic bowling ball. The children investigated which balls would bounce "better". They experimented with bouncing a variety of balls. They observed the difference between dropping the ball or using your arm muscles to push the ball down. The teachers observed, asked I wonder... questions, and listened to learn how the children are interpreting their world.



Ball and Ramp Inquiry:

A child was building a wooden block ramp with the teacher for the ball to roll down.

He built it steep and high. The ball rolled off the wooden track. "Something is wrong!" the child said. The teacher ask, "Why do you think it rolled off the track?" The teacher said, " Hmm maybe we have to build it differently?" Teacher, "This is very high and has a steep incline." Teacher, " I wonder what we should do?" Child "It is too high" He looked around at the block shelf and got two more long wooden planks. He put them side by side. He tried the ball again. It stayed on the track and rolled to the end. " I made it wider!"



Children are learning about ball "collections". The children were curious about what was inside. Martin, a teacher at Horadan Way, cut open a tennis ball for children to take a look...but first predictions. Children are actively learning about the difference between a "deflated" ball and a ball with "air inside" How are they different? Children were able to use a pump tool to watch the ball fill with air and change in shape. In on classroom a child said, "Fill it with nothing" Teacher, "What does nothing look like?" Child, "Air!" "The air goes in here!"



A teacher asked the children to draw what they do with balls. Here is an illustration of how one child intergrates knowledge of the real world through his drawing .

Ready to share your great ideas?

send them to Megina Baker: mbaker@neighborhoodvillages.org