

CCEI680A: Orientation to Child Care: Roles and Responsibilities for Teachers Handout

Welcome to CCEI680A

This course provides a basic orientation to child care for early childhood teachers. It is appropriate for new staff and substitutes and will cover general information to guide and support you as you begin your new experience working with children.

Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Identify and define the various roles or duties performed by a teacher in the child care environment
- Identify the basic duties of child care professionals, including health, safety, and legal responsibilities
- Identify common indoor and outdoor safety hazards in the early childhood environment
- Identify methods for preventing the spread of infectious diseases
- Identify and define the characteristics of the basic developmental domains in early childhood
- Identify methods for creating a developmentally appropriate learning environment
- Identify effective communication strategies

References:

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2. Beaty, J. (2016). *Skills for Preschool Teachers, 10th edition*. Pearson.
3. Hearnon, P. & Hildebrand, V. (2014). *Management of Child Development Centers, 8th edition*. Pearson.
4. Herr, J. (2020). *Working with Young Children, 9th edition*. Goodheart-Willcox.
5. Marotz, L. (2018). *Health, Safety, and Nutrition for the Young Child, 10th edition*. Cengage Learning.
6. Morrison, G., Woika, M.J., & Breffni, L. (2020). *Fundamentals of Early Childhood Education, 9th edition*. Pearson Education, Inc., Upper Saddle River, NJ.
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8. Wortham, S. & Hardin, B. (2019). *Assessment in Early Childhood Education, 8th edition*. Pearson.
9. Zero to Three. (2022). Various resources retrieved from <https://www.zerotothree.org/>

The Role of the Teacher

Guide

Partner

Facilitator

Nurturer

Communicator

Listener

Manager

Comforter

Provider

Guardian

Important Note Regarding Job Descriptions

This information is not intended as a substitute or alternative for the job description issued by your program. In most cases, this section will support much of what is written in a job description. Talk to your employer if any of the material in this course or your job description is unclear.

Consider this a preview if you have not received your job description yet. And if you do not receive a job description from your employer, ask for one! Your employer should provide detailed expectations for what you must do to complete your job satisfactorily.

Important Note about Training

It is worth emphasizing that this is an introductory course. Many topics and skills introduced in this course require further training. One important purpose of this course is to help students identify areas where they know they will need additional training. For example, you may have plenty of experience handling and caring for infants, but you may need extra training to become familiar with designing a developmentally appropriate learning environment.

CCEI offers courses in a full range of early childhood topics, from indoor safety and positive guidance to communicating with parents and developing a budget. Professional development is ongoing. Even the most experienced teachers benefit from training and fresh ideas.

Safety

Safety must be your:

Childproof

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Choking hazards:

Indoor Safety

Inspect your indoor environment at least twice a day for safety. First thing in the morning, look for:

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High-traffic areas:

Try This!

A Child's Perspective

A good way to check for hazards is to crawl or sit at the child's eye level. Is there anything that might appeal to them that is not safe?

Remember, hazards can come from above, too. When you are looking at the world from the child's perspective, be aware of objects, straps, and cords that might be tempting for a young child to pull, which can result in a bump on the head (or much worse) if the child pulls an object or piece of furniture onto themselves.

Outdoor Safety

Common outdoor hazards include:

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Safety checklists:

SAMPLE Indoor Safety Checklist

- The teacher can move about safely and see all children at all times.
- Cleaning materials are out of reach and locked away.
- Electrical outlets are covered.
- Exits are well-marked and not obstructed.
- The food being served is not a choking hazard.
- Caregiver supplies (such as scissors, knives, etc.) are out of reach of children.
- Toys are not so small that they present choking hazards.
- Furniture does not have sharp edges or corners at eye level.
- Smoke detectors are functioning.
- Electrical wires are not hanging down.
- Toys and materials are in good repair and do not have sharp edges.
- Blocks are smooth and splinter-free.
- Rugs are secured to the floor.

SAMPLE Outdoor Safety Checklist

- No broken glass or debris is present.
- The fencing is in good repair.
- Gates are secured.
- Play equipment is smooth and splinter-free.
- The materials under swings and slides provide adequate cushioning.
- Screws, nuts, and bolts from equipment are checked for tightness.
- All materials and equipment are in good repair.
- Water tables are cleaned after each use.
- Sandboxes are free from debris and are covered when not in use.

Supervision

All children must be supervised:

The ***student-teacher ratio:***

The All-Seeing Caregiver

Emergencies

You never know when an emergency will strike, but you can always be prepared.

Fire Emergencies

General fire safety rules:

- Practice fire drills monthly.
- If there is smoke, stay low and crawl to your destination.
- Cover your mouth with a damp towel.
- Feel doors before opening; if they are hot, use an alternate route.
- Remember to "stop, drop, and roll" to smother the flames if you catch on fire.
- Keep children together; do a head count before leaving the building and again at your evacuation location.
- If you are trapped in a room, roll wet towels and place them at the base of the door.
- Do not break windows except as a last resort; breaking windows may cause smoke infiltration or provide oxygen to the fire.
- Stay calm.

Use of a **fire extinguisher** should only be attempted in the following situations:

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In other words, focus on saving lives, not fighting fires.

Tornadoes

There are 3 levels of notification from the weather bureau regarding tornadoes.

1. A tornado watch

2. A tornado warning

3. An all-clear

Health and Nutrition

Disease Prevention

An *infectious disease*:

You cannot keep all illnesses out of the classroom, but you can help prevent the spread of infectious diseases using proactive policies and practices. Two important keys to prevention are:

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The 20-Second Rule

According to the Centers for Disease Control (CDC), children should wash their hands for a minimum of 20 seconds with soap and warm water:

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Teach children a 20-second handwashing song or rhyme to recite while they wash their hands.

According to the CDC, **teachers** should wash their hands with soap and warm water for a minimum of 20 seconds:

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Hands should be dried with a _____

Teachers should clean and disinfect:

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Here are a few more good practices for preventing the spread of infectious diseases:

- Keep trashcans and diaper pails lined and covered.
- Keep soiled laundry in a covered container.
- During naptime, place children at least 3 feet apart (consider alternating head and feet direction if the room does not accommodate 3 feet between children).
- Label cots and sheets so that children do not share.
- Keep pacifiers washed and out of other children's mouths.
- Do not allow children to share cups or eating utensils.

Protecting Children's Health

In many centers, it is common for teachers to conduct a *daily health check*:

Common Symptoms to Watch For

- Fever (accompanied by any of the symptoms listed below; fever alone may not indicate disease)
- Severe coughing
- Runny nose with thick, yellow mucus
- Sore throat
- Difficulty breathing, wheezing
- Tears, redness, swelling, and a discharge of pus from the eyes
- Rash or other discolorations of the skin
- Nausea and vomiting
- Diarrhea
- Loss of appetite

Symptoms of Child Abuse

Child care providers are included in a category of professionals known as *mandated reporters*. **Mandated reporters** are:

Emergencies and First-Aid

Nutrition and Food Safety

Meal Planning

Food Safety

The Developmentally Appropriate Classroom

The National Association for the Education of Young Children (NAEYC) defines _____ as:

"An organized framework that [outlines] the content children are to learn, the process through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur."

Children in center-based programs are usually divided according to **age range**. Early childhood **age ranges** are:

Infant:

Toddler:

Preschool age:

School-age:

Physical Domain

Gross motor skills

Fine motor skills

Cognitive Domain

Cognitive abilities are:

Social Domain

Cooperative social skills:

Emotional Domain

Developmentally Appropriate Activities

There are two basic types of activities in the early childhood environment:

- ***Teacher-directed activities***

- ***Independent activities***

Play is a child's work.

Many child care classrooms are designed around **learning centers**. **Learning centers** are

Examples of learning centers may include:

- Science center
- Dramatic play center
- Book center
- Blocks and transportation center
- Water or sand table
- Puzzles and manipulatives center

Assessment

Effective Communication

Effective Communication Strategies

Family Conference Checklist