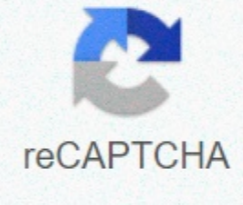




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What are the key responsibilities of a preschool teacher

In this edition of our blog; we examine the many roles of early childhood teacher as described as by Jill Meils, Ph.D., an assistant professor of the Primary Education Department, Teachers College at Ball State University. Jill Meils has made a list of some of the roles of the early childhood teacher, says his list is in no order of importance; neither is all-inclusive, but it is a good starting point to identify the different parts or roles played by the early childhood teacher when they are at work in their setting. He says that if we want to be leaders of educational change and growth, then we have to rethink what we know and how we see each other. The seven roles of the early childhood teacher according to Meils are: 1. Early childhood teacher as a communicator We know that part of the teaching process is communication, but we often do not reflect on our communication skills. The words we use, our voice tone, our manners, facial expressions and body language are all aspects of communication with children. Children are learning their social ideas from both our intentional and not intentional communications with them. We can also forget sometimes that part of our communicator role is to interact professionally with our team. This is not specific to early childhood teachers, but to all individuals who need support, encouragement and advice from colleagues. Other aspects of this role include: Exchange of thoughts and ideas with professionals in our workplace. spend 50% of your time talking and 50% listening. Listening to children, parents and others can help us communicate effectively. "Reducing the use of listening, we send messages to children who indicate that our thoughts are more important than theirs." (meils, J. 2005) 2. the teacher as a facilitator as a facilitator rather than the traditional vision of a teaching teacher, the early childhood teacher is not simply passing information and knowledge to children with whom they work. Instead, they are trying to support children to become independent students. to be an effective facilitator, the teacher is interested in creating the environment, planning programs to meet the needs of individual children and thinking about practice. the work of the facilitator is to create learning opportunities for children, emphasizing lessons that can be learned in everyday actions and activities. You're corroding educational theory with practice. 3. the teacher as a coach as a coach the early childhood teacher tries to encourage the children they work with. observe the game, make suggestions on how the environment, social relationships or teaching strategy can be improved; you also work to bring the best from each child and to give children activities and exercises in order to improve their teamwork. 4. The teacher as a model is important to remember that early childhood teachers are role models. when you are in your setting you are constantly observed by a lot of small eyes, eyes that are taking everything and learning the norms and values of the setting. Children are very attentive, very sophisticated and aware of the world around them, perhaps even more than when we were young. They often question adult practices and ask why the mother, brother or teacher acted in a certain way. Where we are acting in our professional ability we want to shape the kind of behavior we expect from them. This requires a lot of thinking about ourselves, our deepest beliefs, the elements of our personality that we bring into class and the values that we emphasize in our teaching. Meils suggested that you should ask yourself the following questions: What do I think? How much I believe can and should be transmitted? Do I have any prejudices that come through in hidden ways? 5. The teacher as storyteller As you are probably aware, being able to grab and hold attention is an important skill. Many children cannot be used to listen to stories at home, stories that are read or stories that are transmitted by parents to children about their family history. A lot of time has been spent these days using I-Phones, I-Pads, DVD players or Youtube. Telling or reading stories in the classroom is an important part of the education of a child. It can be a vehicle for you to deal with cultural issues or a difference in family background or language problems. If you choose books you read wisely, then you can start a conversation about why with additional needs have the same experiences, families and feelings as others. 6. The teacher as the guardian of time. This is quite controversial because what Meils is suggesting is that we are all looking too hard to accomplish tasks in a separate timeframe. We are pressing on children to get a result by the end of a lesson or by the end of a week and we are fixing the terms that limit their learning. Instead, she says, we should question the validity of time and time. That we should not divide learning into designated or prescribed time blocks. Instead, we should try to create constant learning opportunities. Whether it's a break time, or waste time or outdoor time. He says we should ask ourselves what kind of message we send children in such a young age. If we tell them to finish their painting in 30 minutes, or they have to finish their game in 20 minutes. Its conclusion is that we are telling children that we are less concerned about the quality of their experience or their production or more concerned about respecting the deadline. Learning is constant and we should never see learning children as limited to the times of the day we are actively trying to teach them a song or model certain activities. However, it is true that many children, especially some children with additional needs favor the routine. Keep the clock for break times, outdoor time, rest time etc. can be very useful to prevent children from getting anxious or stressed out. The key lesson is that the role of the guardian of time is useful for the routine of children, but should never be used to limit the time of children for learning. 7. The teacher as a researcher. The role of the early childhood teacher as a researcher is becoming increasingly accentuated in all levels of education. Being a researcher is more than collecting data and writing research documents. It is about using your observation and reflection to inform your practice. Every day you include children or parents opinions and reactions in your learning program, then you are doing research and use it to inform you what you do. Similarly, if you have problems solving the challenges that arise in relation to children with additional needs, partnerships with parents or how to create an inclusive strategy for your setting, then you will most likely turn to experts; books, articles or policies before making a plan for change. This is also the research. Finally, as a professional in the field of the early years, you are in a perfect position to further help our knowledge about work with small children; development of children, pedagogy and learning of children. References: Meils, J. 2005. The Seven Faces if the First Infancy Educator. News.com. Excellence Learning Corporation. Available: ArticleID=171 [accessed 03/10/2019 10:35] 10:35] what are the responsibilities of a preschool teacher. what are the key responsibilities of a teacher. what are the duties and responsibilities of a preschool teacher. what are the duties of a preschool teacher

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