




National Center on
Early Childhood Development, Teaching, and Learning

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Building Belonging as an Early Learning Leader

Facilitator
Vanessa Maañao-French, NCECDTL

Facilitator
Katie Miller, NCECDTL

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Our Time Together

-  Take a closer look at social and emotional development and strategies that promote a child's sense of belonging
-  Connect to strategies and resources leaders can use to promote caring communities for children, families, and staff
-  Ready, set, act with resources and next steps ideas




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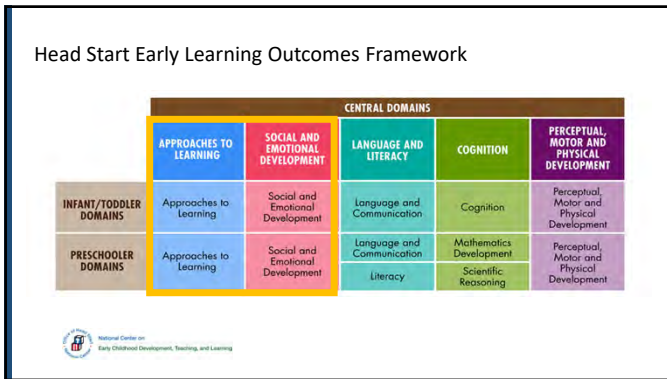


Take a Closer Look

at social and emotional development and strategies that promote a child's sense of belonging.



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Social development

- is a child's ability to create and sustain meaningful relationships with adults and other children.

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Emotional development

- is a child's ability to express, recognize, and manage his or her emotions, as well as respond appropriately to others' emotions.

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Socially-emotionally competent children

- Develop self-regulation
- Engage in positive social behaviors
- Are healthier and more focused
- Develop and sustain relationships
- Achieve academically

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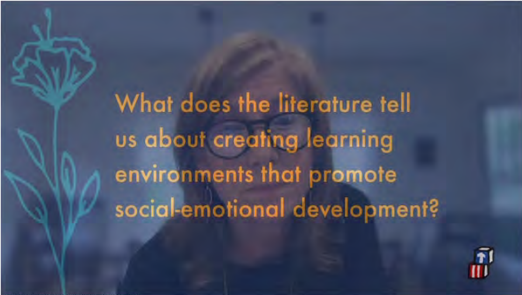
Social-Emotional Development and Belonging

Mary Louise Hemmeter
Professor, Department of Special Education
Vanderbilt University

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Video



What does the literature tell us about creating learning environments that promote social-emotional development?


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What are the characteristics of a caring learning community?

What would you see, hear, or feel?
Share your ideas using the Q&A widget.




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How can a leader help create and sustain caring communities?




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Think of a time when you did not experience a caring community in the workplace.


- What words describe how you felt?
- What did you want to do?
- Share your ideas using the Q&A widget.



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How might your responses relate to behaviors you may see in children?



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Forms of Communication

Crying	Reaching for caregiver	Looking away	Squealing
Biting	Tantrums	Pointing	Smiling
Pulling adult	Clapping	Jumping	Hitting



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What might these behaviors communicate?

I need help!


I am lonely!

I am hungry!

I want to join!

I want some time by myself!

I am nervous!



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NCECDTL's 5Rs for Early Learning Leaders


-  Responsive Relationships
-  Reasons
-  Resources
-  Reflective Dialogue
-  Recognition



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NCECDTL's 5Rs for Early Learning Leaders

-  Responsive Relationships
-  Reasons
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Early learning leaders work to create trust, demonstrate caring for and about educational staff, and encourage belonging through **responsive relationships**.

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Gallup Study Results: What do staff need?




Stability



Trust


Compassion


Hope




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Connect to what leaders can do to help.

- Model empathy
- Disrupt negativity bias
- Elevate gratitude



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Model empathy



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Disrupt negativity bias



The negativity bias



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Elevate gratitude
Dr. Gail Joseph shares the benefits of gratitude.




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NCECDTL's 5Rs for Early Learning Leaders

-  Responsive Relationships
-  Reasons
-  **Resources**
-  Reflective Dialogue
-  Recognition

Learning leaders provide **resources** that are reflective of a priority value on supporting educational staff's growth.



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Connect to what leaders can do to help.

- Promote the BASICS
- Provide ongoing professional development



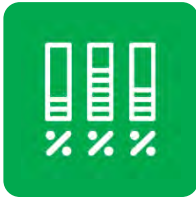
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Promote the BASICS



- B** Behavioral expectations in advance
- A** Attend to and encourage appropriate behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback

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When it comes to the BASICS...

- I learned about the BASICS by participating in Teacher Time webinars
- I have heard about the BASICS from co-workers
- I am learning about the BASICS for the first time

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Provide ongoing professional development



In-Service Suite: Creating a caring community

- Design a caring environment
- Respond to individual needs
- Organize awareness activities
- Promote and encourage a sense of community

Training Materials • Tips for Teachers • Tools for Supervisors • Tips for Families • Activities with Families


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NCECDTL's 5Rs for Early Learning Leaders

- Responsive Relationships
- Reasons
- Resources
- Reflective Dialogue
- Recognition

Reflective dialogues center around child data, equity, and staff and child wellbeing.



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Reflective dialogues help us to observe, plan and act.

Only about 20% of the children get asked 80% of the questions.



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Reflective Dialogues:
Are our practices equitable and inclusive?




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Circle Time Data: Reflect, Plan, and Act


	Sam White Boy	Lulu White Girl	Gabby Hispanic Girl, DLL	Luka Black Boy	Benny Hispanic Boy, DLL	Jalen Black Boy	Jada Black Girl	Gia Asian Girl, DLL	Hattie White Girl	Curtis White Boy, IEP
Ask close ended Qs	✓	✓✓	✓	✓	✓	✓	✓✓	✓✓	✓✓	
Ask open ended Qs		✓				✓		✓	✓✓	
Respond	✓	✓✓	✓	✓		✓✓			✓✓✓	
Encourage	✓	✓✓✓	✓		✓		✓✓	✓✓	✓✓✓✓	
Redirect behavior				✓	✓	✓✓✓✓	✓			

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Building Belonging

- *Circle time in a Head Start Classroom*
- What do you notice about how the **children and adults** engage in this circle time activity?




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Building Belonging


- *Circle time in a Head Start Classroom*
- What did you notice about how the **children and adults** engaged in this circle time activity?




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Ready, set, act with resources and next steps ideas.




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Ready, set, act!

- Explore the Creating a Caring Community In-Service Suite
- Listen to a Parallel Play or Research on the Go podcast with your team
- Use the guiding questions in your viewer's guide to reflect on this webinar with your colleagues
- Use the additional resources to explore topics of interest more deeply.



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Questions?




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iPD Courses: Training Opportunities



- Building Social and Emotional Learning Every Day!
- It's All About Relationships
- Introduction to the 5Rs

http://bit.ly/iPD_ECLKC



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<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>



Join us on the Education Leaders MyPeers community!



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Join Us For Our Next Episode!

Tuesday, February 21, 2023

Thank You!



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