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Resources for Infant Educators Research

Resources for Infant Educators

This is an approach to childhood care where children are treated in a respectable way. They are appreciated as helpful objects of the future and are educated on how to discover things for themselves and solve problems. This acts as a motivation whereby they are able to unfold their own capabilities and those of other children.

The value placed on transitions, routines, rituals, and schedules is family. Different families differ when it comes to rituals, routines, transitions, and schedules. Children brought in different backgrounds adapt to different situations and experiences. Therefore, teachers provide education to each child based on his/her family background which is linked to language advancement, social interaction and academic.

Individual children and groups develop, create and adapt to their environment from the daily routines and activities they are exposed to in their environment. They experience a caring and a good relationship with their educators where a good environment is created. The learning environment is created in such a safer way to protect the children from harming themselves and in a similar way to that at home so that the children can adapt to it easily.

Materials are chosen and provided as per the age of the children and also on the capability measures. The materials used for toddlers of, for instance, zero to three years differ from those used for children of over five years. Therefore, the materials are chosen depending on the age of children and interest and are provided according to their level of understand ability and

experience. Also, materials chosen for children with disabilities differ from those chosen for normal children so that their interests are catered for as they are assisted in discovering their capabilities.

The program's view of the nature of teacher-child interactions is that teachers are supposed to view children as wholly operational, take time with them, learn their ways of communication, treat them in a respectable way seeing them as individuals and not objects, involve them in things that are of concern to them, and give them a chance to solve their own problems. The importance of teachers' emotional connections with the children is that it helps children to feel protected, independent and proficient in such a way that they feel valuable and that one gives them attention from the way we act and listen to them. The teacher's roles and responsibilities include; training a child in language advancement, societal skills, academic skills, and corporal development. All these are to be done in a good and careful way including feeding and ensuring they are clean always.

The program's philosophy on forming partnerships with families is that they are both involved in providing care and education to the children. The program involves families by educating them on how to handle, care, and interact with their children. The program teachers respond to a child's and family's culture by providing education with reference to the family's culture, norms and values.

The model includes children whose first language is not English in such a way that they are exposed to multiple simple and complex words in nurturing their understanding, applications and significance. They are taught on how to interact with fellow children and adults through conversations, and

also, readings skills in enhancing English. Children with special needs are treated in such a way that their curriculum is developed to suit their needs. Their education is modelled towards developing self-reliant, proficient, autonomous, positive, and capable children.

References

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