

PROGRAM LEVEL EXAMPLES OF WHAT COLLEAGUES, SUPERVISORS, COMMUNITIES CAN DO TO ENHANCE SATISFACTION AND REDUCE FRUSTRATION AMONG EARLY CHILDHOOD PERSONNEL

BECAUSE EARLY CHILDHOOD TEACHERS GAIN SATISFACTION FROM:	WE ENHANCE SATISFACTION WHEN WE:
Seeing children make progress	<ul style="list-style-type: none"> • Help teachers develop their observation skills • Promote the use of observation tools in the classroom such as anecdotal records and observation checklists • Structure staffing so teachers have opportunities to stand back and make formal observations of children in the classroom • Set aside time in the daily/weekly schedule for teachers to reflect on children's progress and adapt their plans accordingly • Elicit feedback from families regarding children's progress—share these anecdotes with teachers • Set aside time in staff meetings for teachers to talk about the progress they are observing in the children
Developing relationships with children	<ul style="list-style-type: none"> • Make sure the classroom schedule and set-up allows time and places for teachers to interact with children individually and in small groups • Keep adult-child ratios low enough that teachers get to know a small number of children well • Keep teachers and children together long enough for strong personal relationships to develop
Developing relationships with families	<ul style="list-style-type: none"> • Make it possible for teachers to conduct home visits to establish rapport with families • Provide time in the daily/weekly schedule for teachers to communicate with families (via newsletters/'happy notes', periodic phone calls, journals that pass back and forth between teachers and parents, etc.) • Recruit volunteers for the beginning or end of the day so teachers can have a chance to chat with parents/family members as they drop children off or pick them up • Support opportunities for parent/teacher interactions such as potlucks and parent volunteers in the program
Developing relationships with colleagues	<ul style="list-style-type: none"> • Work on team building • Plan professional development opportunities for staff members to learn to work more effectively with other adults in the classroom, including how to work with volunteers • Plan professional development opportunities for lead teachers to learn effective adult supervision techniques – including how to direct staff effort, how to delegate and how to provide constructive feedback • Provide opportunities for teachers and staff to get to know and communicate with other adults who provide support services such as custodians, librarians, specialists, and food service personnel
Feeling a sense of efficacy in their classrooms	<ul style="list-style-type: none"> • Encourage teachers to personalize their classrooms rather than requiring all classrooms to look the same • Provide some 'petty cash' teachers can use to supplement

	<p>the materials in their classrooms without having to go through elaborate permissions and accounting procedures</p> <ul style="list-style-type: none"> • Allow teachers to create their own classroom schedules in which times are relatively stable, but also flexible as necessary to meet the needs of children and teachers • Allow teachers to create some of their own plans, rather than requiring them to only use lesson plans developed by others; give teachers the flexibility to adapt plans to meet the individual or cultural needs of children
BECAUSE EARLY CHILDHOOD TEACHERS ARE FRUSTRATED BY:	WE CAN REDUCE FRUSTRATION WHEN WE:
Feeling isolated	<ul style="list-style-type: none"> • Support team teaching, keeping teams together long enough for members to get to know one another well • Pull staff together across program or grade-level boundaries to discuss common issues or children's progress from one program-level to the next • Create schedules that allow time for teachers to plan together
Poor physical work environments	<ul style="list-style-type: none"> • Provide adult-sized furniture • Provide functional space and tools for planning and writing • Make available tools to create classroom materials • Offer adults access to the outdoors and natural world
Long hours	<ul style="list-style-type: none"> • Work with teachers and staff to create schedules and staffing patterns that allow for some time away from the children each day, time to adequately set-up the classroom each day, time to observe children in action, and time to make home visits.
Inferior status in the field	<ul style="list-style-type: none"> • Bring early childhood educators to the table (do not always deal with them separately) • Include early childhood teachers in program-wide staff training; choosing some training topics that focus on early childhood to help other staff members better understand the nature of early childhood work • Incorporate early childhood programs in school-wide improvement plans • Use the same titles to address early childhood staff as are used with other teachers (if teachers in school are called Mrs. Jones or Mr. Smith, then early childhood teachers should be addressed this way too, not Mrs. Betty or Mr. Sam; not Betty or Sam)
Low pay	<ul style="list-style-type: none"> • Whenever possible, apply similar pay scales and benefits across grade levels including pre-kindergarten • Provide extra pay for planning time or home visits since many early childhood teachers spend longer hours with children than is true for teachers at other grade levels • Become an advocate for higher pay for early childhood educators

Adapted from: *Getting It Right from the Start: The Principal's Guide to Early Childhood Education*. M. J. Kostelnik & M. L. Grady. A joint Corwin and NAESP publication