

# **What Works for In-service Training for Early Childhood Teachers**

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**Demonstration: Show you an example of effective in-service training**



**Debrief: Discuss the factors that made it effective and that could make it even better**



**Teachers' needs:**

**Help children control their anger & resolve conflicts**



# Video Clip: Conflict over a toy race car

- Filmed in Croatia in a Step by Step classroom
- Prior to the scene:
  - Luca was playing in the home area with a toy race car that Filip brought from home
  - Martin and his mates took the car from Luca to play with it in the construction area



# Questions to start discussions

## The Children

- What are Luca's strengths and needs?
- What role did Filip play in the scenario?
- Why did Martin destroy the building and say, "I've almost finished?"
- Why were there so many other children intently watching?

## The Teacher

- What did the teacher do that impressed you?
- What were her goals for the children and how did she meet them?
- How is the teacher showing "intentional teaching"?



# Key in-service training strategies

- Topics address teachers' needs
- Practical, useful information
- Practice to theory (concrete to abstract)
- Visual/video example of practice
- Facilitate learning by respecting and using teachers' current knowledge and skills.

# Key in-service training strategies

- Use multiple strategies: video, discussion, reflection, information given within context of discussion, opportunities to practice new skills.
- Clear expectations of what is good practice: “Standards”
- Help teachers observe children carefully and gain insight into their behaviors and needs.
- Individualize



# Additional in-service strategies

- Opportunities to practice (role plays and in-class coaching), reflect on their own abilities, and get expert feedback.
- Depth over breadth – on-going support through coaching and exploring a topic or developing a skill in-depth – study, discussion, & support groups.

# Coaching strategies

- Plan together for coaching sessions
- Observe and give feedback (may include video and/or specific focus)
- Whisper in ear
- Co-teach
- Model
- Prior to observation ask: What are your main goals for children? What are your main goals for each specific activity? What would you like feedback about?



**“I act with respect to myself as people act with respect to me.”**

**- Lev Vygotsky**