




While You Are Waiting

1. Introduce yourself in the Q&A box (your name, current role, location)
2. Please download the Leader's Digest from the resource widget



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Early Childhood Development, Teaching, and Learning

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January

Using the 5Rs to Support Cognitive Development in Young Children

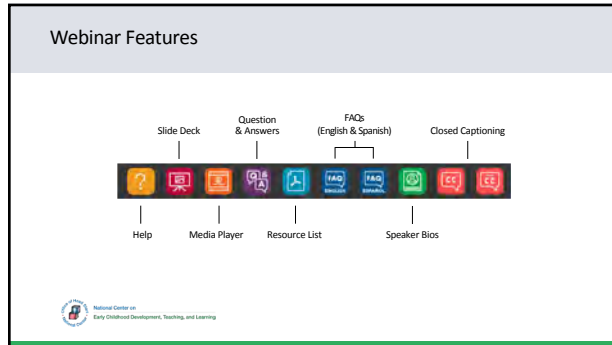
Host
Vanessa Maanao-French, NCECDTL

Host
Katie Miller, NCECDTL

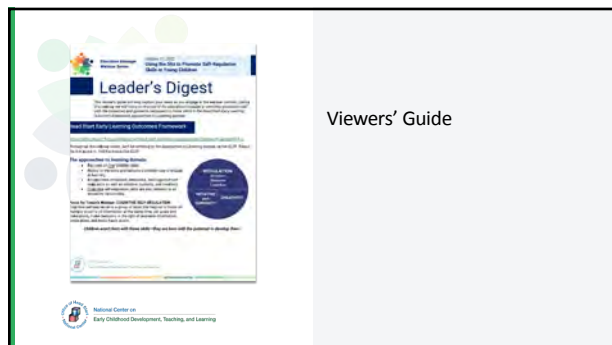
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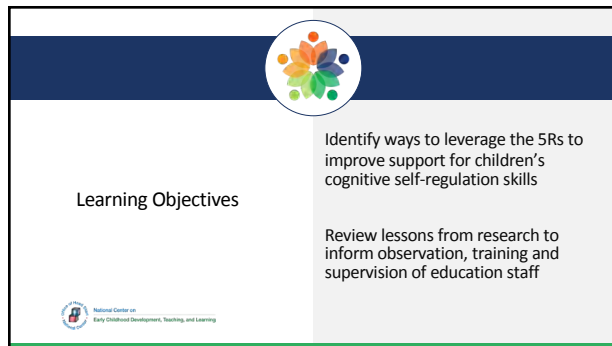
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Approaches to Learning focuses on *how* children learn.

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Approaches to Learning



Emotional and Behavioral Self-Regulation Cognitive Self-Regulation Initiative and Curiosity Creativity

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Approaches to Learning



Emotional and Behavioral Self-Regulation **Cognitive Self-Regulation** Initiative and Curiosity Creativity

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As fast as you can, instead of reading the word, name the color of each word on the following slides.

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10 .

GREEN

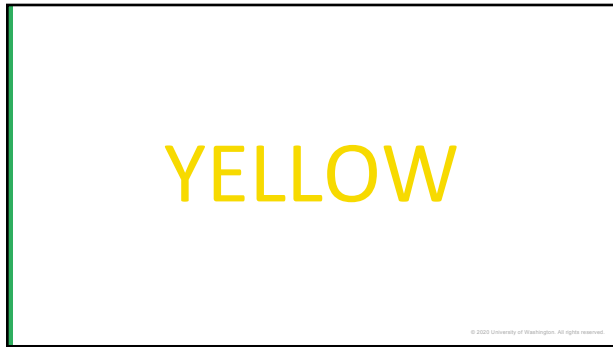
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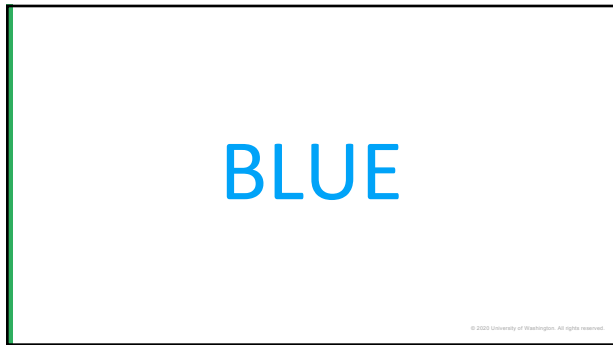
RED

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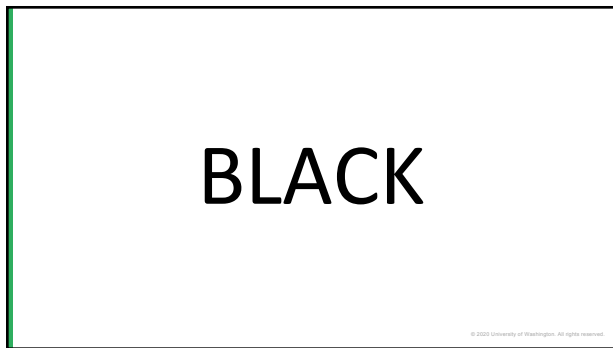
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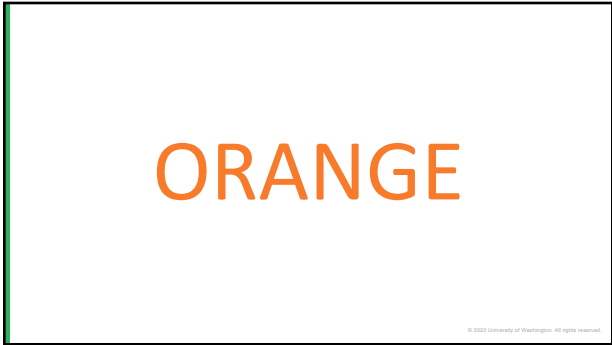
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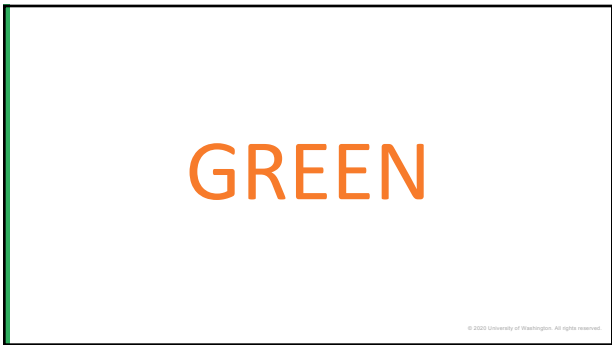
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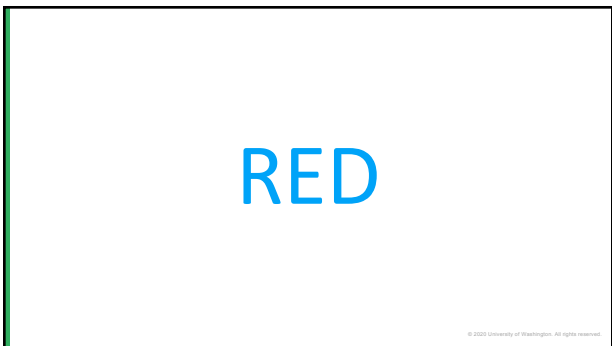
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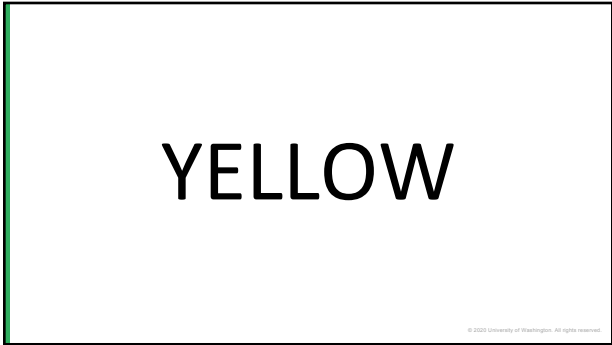
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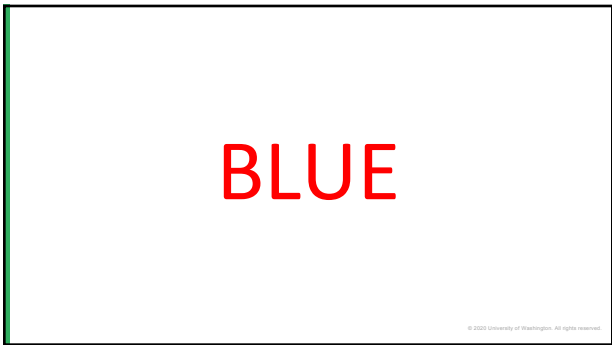
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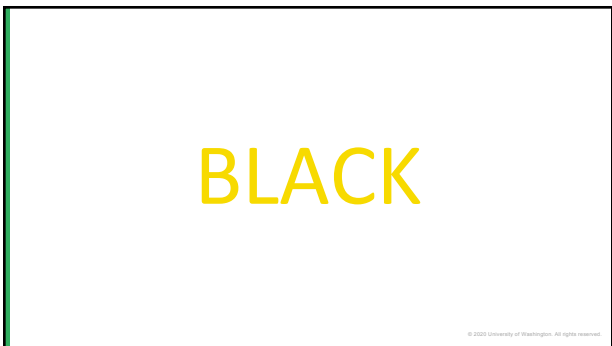
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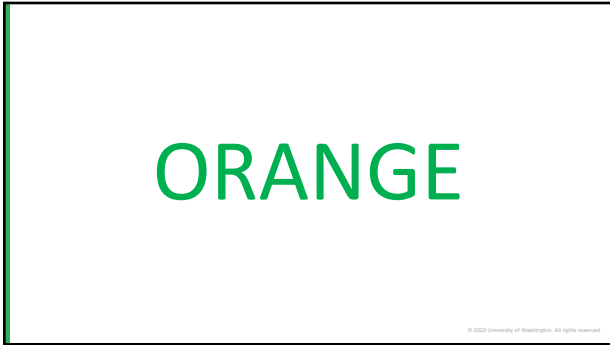
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Reflection

How did you do?

GREEN	GREEN
RED	RED
YELLOW	YELLOW
BLUE	BLUE
BLACK	BLACK
ORANGE	ORANGE

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An “Air Traffic Control System” in the Brain

Cognitive self-regulation is a group of skills that help us to focus on multiple streams of information at the same time, set goals and make plans, make decisions in the light of available information, revise plans, and resist hasty action.

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Cognitive Self-Regulation

- sustained attention
- impulse control
- flexibility in thinking
- working memory

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Infant/Toddler Approaches to Learning Sub-Domains

Emotions and Behavioral Self-Regulation Cognitive Self-Regulation (Executive Functioning) Initiative and Curiosity Creativity

Goals for Sub-Domain: Cognitive Self-Regulation (Executive Functioning)

Goal IT-ATL 3: Child maintains focus and sustains attention with support.

Goal IT-ATL 4: Child develops the ability to show persistence in actions and behavior.

Goal IT-ATL 5: Child demonstrates the ability to be flexible in actions and behavior.

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Preschool Approaches to Learning Sub-Domains

Emotionally Responsive Self-Regulation Cognitive Self-Regulation (Executive Functioning) Approach to Learning Creativity

Goals for Sub-Domain: Cognitive Self-Regulation (Executive Functioning)

- Goal #1: Child demonstrates an emerging ability to control impulses.
- Goal #2: Child follows basic and simple directions with minimal adult support.
- Goal #3: Child persists in tasks.
- Goal #4: Child tracks information in real and imaginary play or picture books.
- Goal #5: Child demonstrates flexibility in thinking and behavior.

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Teacher Time BASICS: Cognitive Self-Regulation

- 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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Poll Question

I feel **most effective** as a leader when:

- I am engaged in one-on-one reflective supervision
- I inspire my team work together and to persevere when challenged
- I can provide my team with resources they need to do their best work
- I help my team ask critical questions when reviewing data
- I acknowledge staff for their successes

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NCECDTL's 5Rs for Learning Leaders

The 5R's

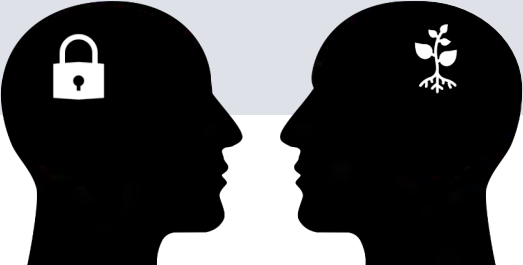
- R** Relationships
- R** Reasons
- R** Resources
- R** Reflective Dialogue
- R** Recognition




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Fixed and Growth Mindset



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VIDEO
Growth Mindset versus Fixed Mindset



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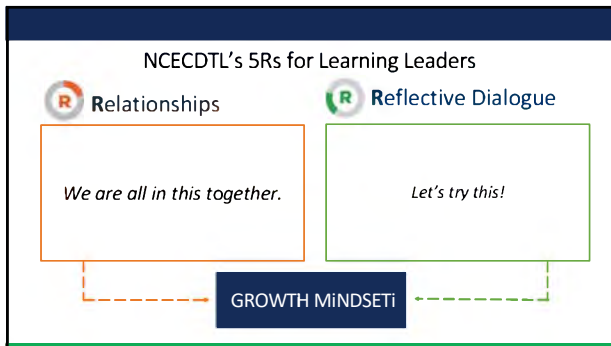
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NCECDTL's 5Rs for Learning Leaders

R Relationships

We are all in this together.

- Establish a community of learning
- Support PD based on individual choice and need
- Be available as a trusted resource
- Act with authenticity
- Make vision and values visible

GROWTH MiNDSEtI

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NCECDTL's 5Rs for Learning Leaders

- Collaborate to make meaning
- Engage in dialogue to promote equity
- Challenge and provoke thinking
- Create a safe space for trying new things

R Reflective Dialogue

Let's try this!

GROWTH MiNDSEtI


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Activity: Change these statements from a fixed to a growth mindset. i





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FIXED		GROWTH
This child will never learn how to do this.		

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FIXED		GROWTH
This child will never learn how to do this.	How can I present the information, so the child understands or makes growth toward their learning goal?	

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FIXED		GROWTH
My director encourages us to incorporate new methods, but I don't want to fail.		

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FIXED	GROWTH
<p>My director encourages us to incorporate new methods, but I don't want to fail.</p>	<p>I am going to add something new each week. If it fails, I will be prepared to learn from the mistakes so I can improve next time I try.</p>


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FIXED	GROWTH
<p>The problem is due to the lack of teacher buy-in and teamwork.</p>	

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FIXED	GROWTH
<p>The problem is due to the lack of teacher buy-in and teamwork.</p>	<p>This problem is an opportunity to learn about our limitations, mistakes, and how we can work together as a staff.</p>


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1 Strategy or Idea To Use to Share



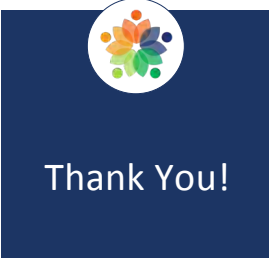
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Final Questions




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Please join us for our next webinar!

Using the 5Rs to Promote Initiative and Curiosity in Young Children

April 16, 2022
3-4pm ET



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