Interactions and Instruction in a High-Quality Classroom Help Young Children Learn

At the right stage of development, children are ready to engage in direct child-directed instruction at the sweet spot for maximum learning, trust, and discovery. The orange section depicts the “sweet spot” for maximum learning, trust and discovery. Figure 1. Early Childhood Instructional Continuum

High Quality Interactions and Instruction in Action

In high-quality kindergarten classrooms, teachers use repeated interactions and comprehensive instructional strategies to create learning environments that support the learning, trust, and discovery of all children. They encourage children to take ownership and responsibility for their learning, and they use responsive interactions and comprehensive instructional strategies to create a caring learning environment where children can learn, trust, and discover. Teachers help young children learn how to work together, how to communicate, and how to learn. Teachers help young children learn how to work together, how to communicate, and how to learn. Teachers help young children learn how to work together, how to communicate, and how to learn.

Strategies For Teachers

- Teachers model, support, and encourage children’s high-quality speech, writing, and discussion.
- Teachers encourage children to ask questions and share their ideas, and to listen to and respect one another.
- Teachers provide a safe, supportive environment where children can express their ideas and feelings.
- Teachers model positive interactions with children, and encourage children to do the same.

Strategies For Leaders

- Leaders provide opportunities for children to share their ideas and experiences.
- Leaders encourage children to take ownership of their learning.
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Responsive Interactions and Instruction in Prekindergarten through 3rd Grade: Building a Strong Foundation for the New York State Learning Standards

As members of the NYS Early Childhood Advisory Council, the NYS Head Start Collaboration Office, the NYS State Education Department, and the NYS Association for the Education of Young Children providing guidance to support our youngest students, their families, teachers, and leaders by highlighting key features of high quality early childhood teaching. We firmly believe that young students can best meet New York State Learning Standards when they have effective teachers who use intentional, experiential, and developmentally and culturally appropriate practices. This brief provides helpful strategies related to setting up a classroom environment that will help to put the States young learners on a path to social and intellectual success as they master the foundational skills to meet the New York State Learning Standards.

To learn more and view the other briefs in this series that address curriculum, the classroom environment, instruction and interactions, assessment and family engagement, behavior and play, please visit the New York ECAC website at www.nysecac.org or contact us at ecac@ccf.ny.gov

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