



Relationships with Teachers

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**Social Interaction**

1.0 Interactions with Familiar Adults	
At around 48 months of age	At around 60 months of age
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.
<i>Children comfortably interact with familiar adults in play or problem solving, ask questions or communicate about their experiences, cooperate with instructions, or demonstrate skills to the familiar adult, especially in familiar settings.</i>	<i>Children take increasing initiative in interacting with familiar adults through conversation, suggesting a shared activity or asking for the adult's assistance, and cooperate readily.</i>

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2.0 Close Relationships with Teachers and Caregivers	
At around 48 months of age	At around 60 months of age
2.1 Seek security and support from their primary teachers and caregivers.	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.
<i>Children use their primary teachers and caregivers as sources of security and support, especially in challenging circumstances, by obtaining comfort, requesting help, and communicating about feelings.</i>	<i>Children seek the support of their primary teachers and caregivers, especially when they are in difficult situations, by requesting the adult's help in resolving conflicts with others, initiating cooperative problem solving, or seeking comfort when distressed.</i>

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2.0 Close Relationships with Teachers and Caregivers (cont'd)	
At around 48 months of age	At around 60 months of age
2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.
<i>Children prefer interacting with their primary teachers and caregivers, choosing them for sharing activities, seeking comfort and assistance, and displaying discoveries or achievements.</i>	<i>Children demonstrate an awareness of the mutuality of close relationships in their efforts to be helpful, showing interest in the teacher's feelings, preferences, or well-being and sharing personal experiences with the teacher.</i>

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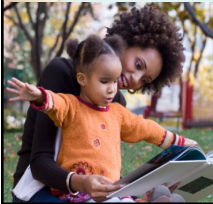
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**Quality of relationships is critical for young children's readiness to learn in school**

- Warmth and support of mother-child relationship predicts later academic and social success in school
- Quality of child care and education (and of relationships with caregivers) predicts later school success and classroom behavior
- Child-teacher relationship and peer relationships contribute to school adjustment




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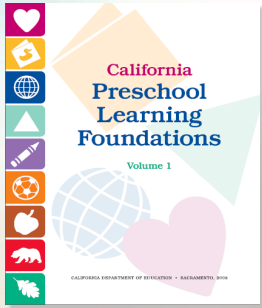
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"Although these relationships are not interchangeable, and close relationships outside the home do not diminish the strength of a young child's attachments to the parents, it is apparent that both kinds of relationships are developmentally important."




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In close relationships, adults interpret the psychological world to young children

- security for the child to share experiences, thoughts, and feelings with another
- conversations that clarify the emotions, motives, and thoughts underlying people's behavior
- opportunities for the child to closely observe the reactions of someone they know well
- portrayals of the child's characteristics and abilities
- learning cooperation, sharing, mutual respect
- becoming a member of the culture

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- You didn't like that he was bouncing your guy off the game, and that made you really mad.
- It's hard when you feel so angry. You're going "AAAHH, she's bouncing my guy off there!" Right?
- It makes you sad thinking about it, doesn't it?
- You know, after you stopped the game, the other guys said, "You know, Joey wasn't really doing so bad." You thought you were losing, but you weren't.

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How do we help young children develop their relationships with teachers?

- Be part of the child's daily experiences and activities
- Talk with children about their experiences at home and in the classroom, showing interest and asking questions
- Ensure that a special teacher greets the child at the beginning of the day, provides support as necessary, and says good-bye at the day's end
- Applaud the child's accomplishments and provide specific feedback about the child's efforts
- Develop relationships with the child's parents, and be friendly and respectful toward them in the child's presence
- Show respect for and interest in the child's culture

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