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## **COVID-19 and Online Early Childhood Education**

Mark Nagasawa

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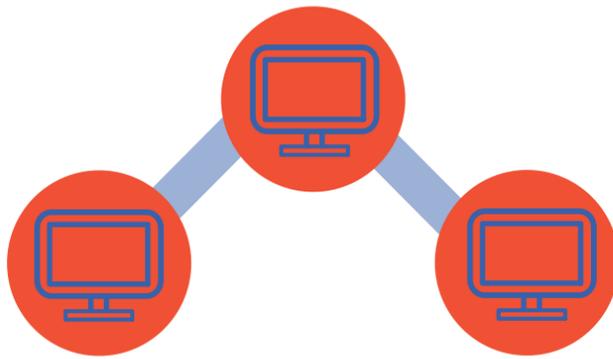


# COVID-19 AND ONLINE EARLY CARE & EDUCATION

The New York Early Childhood Professional Development Institute &  
Bank Street College of Education

October 21, 2020

In May of 2020, we surveyed 3,355 early childhood educators from across New York to understand how the pandemic was affecting them. Overall 65% of programs were working remotely, and while participants expressed a **clear need for support with technology, curriculum, materials - especially for infants and toddlers, and engaging with families**, they also shared how they were adapting to this new way of teaching young children.



The key to any ECE:

## RELATIONSHIPS, CREATIVITY, AND FLEXIBILITY



### Relationships

*"All of the staff's input have been taken into account during biweekly staff and team meetings, and all of our ideas are being heard."*

Early childhood educators have always shared ideas about what works. This is needed now more than ever.



### Creativity

*"We try to be creative and help them use household items. Our families are overwhelmed (stress, money issues, illness) and we talk to them and help in any way we can."*

Teaching online has given new meaning to family engagement.



### Flexibility

*"I have suggested getting online for 20 to 30 minutes for morning meetings and greetings, then recording and uploading videos so the children may watch later on in the day at their leisure, and have a closing meeting (20-30 mins) at the end of the day to see how the children are feeling."*

A full day of screen time is not developmentally meaningful but what should be done? Teachers learned many lessons. **These need to be compiled.**

To access the reports from the  
NY ECE & COVID-19 Survey,  
[CLICK HERE.](#)

