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Another New Teacher:
A Children’s Book and Teacher’s Guide to Addressing Teacher Change

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Abstract

Another New Teacher:
A Children’s Book and Teacher’s Guide to Addressing Teacher Change

By
Cheyenne Gleason

Another New Teacher is a children’s picture book, which explores the topic of teacher change during the school year. The story is told from the point of view of Jason, a four-year-old boy. Jason narrates his personal experience of having several different teachers in his class over the year, and a new teacher who just started. The story explores his uncertainty about the new teacher, especially how he will treat the kids. As Jason gets to know his new teacher, and like him, a new fear is uncovered: that this new teacher will leave as previous teachers have. The climax of the story highlights the anger and fear of feeling uncared for in light of so many teachers coming and going. The purpose of this book is to open up a space for conversation around teacher change in classrooms that experience a change in the teaching staff mid-year.
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Inspiration

The inspiration for writing *Another New Teacher* came from my personal experience of working in a daycare program that experienced several changes in the teaching staff over the course of one year. Many children in this setting had personal experiences with separation and loss that confounded their ability to process and work through changes in teaching staff. After taking a course on bibliotherapy, I decided that this particular situation would lend itself well to a book that reflected the experience of the children, and opened up a dialogue for addressing underlying feelings about teacher change. The teacher is an integral part of a classroom community and children must be given time to work on their feelings and their understanding of the situation as time passes. I decided to create this book as a teaching tool to be used in classrooms going through a change in teaching staff. This book can be used both before and after the teachers change, as children sometimes need time to experience the effects of the change before they are really ready to process all that has happened. It is not only a tool to prepare children for an upcoming change, but a way for the new teacher to connect with the students. As the students share their experiences, feelings, or concerns, the new teacher can begin to understand them better and can work towards creating meaningful relationships with his students. He can also begin to address some of the concerns that the students have, and work towards assuring the children that he cares about them and that their needs and wants are important to him.
Understanding the Role of Attachment in Emotional and Cognitive Development

Attachment theory provides an important basis for understanding the emotional development of young children, and the quality of their student-teacher relationships. In 1969 John Bowlby published the first volume in a three part series titled *Attachment and Loss*, in which he offered a theoretical framework for understanding mother/infant relationships. He argued that attachment relationships are the foundation of emotional development, and the quality of such relationships influence one’s future relationships. Attachment at its most basic is “the basis of human relatedness from which children derive the capacity for strong feelings about important people” (Balaban, 2006, p.22). Attachment relationships begin in infancy and are based on the interactions between an infant and his primary caregiver, which is often, but not always, his mother.

There are varying beliefs regarding classification of attachment behaviors, for the purpose of this paper a basic categorization of secure versus insecure attachment relationships will be discussed. When an infant has a sensitive, responsive primary caretaker who provides for her needs and eliminates her distresses she will form a secure attachment relationship. From a secure attachment relationship an infant develops trust that the world is a safe place because someone will be there to protect and care for her. Similar to Erik Erikson’s description in his first stage of human development, trust vs. mistrust, children who come out of this stage with a favorable balance towards trust develop “hope” which allows them “to move forward and enthusiastically confront the world despite current and past frustrations” (Crain, 2000, p. 251). Children who form positive, trusting relationships with their primary caregiver, are able to build on that sense of support and security as they begin to engage with the world beyond themselves.
An insecure attachment relationship may result for a variety of reasons, such as a primary caregiver who is insensitive, rejecting, absent, or abusive. Children in such situations do not develop trust in their caregiver’s as a source of physical and emotional support. They may be frightened by their caregiver, or fearful of rejection, sometimes uncertain what to expect. Although attachment literature recognizes that children with challenging behaviors can be difficult to form secure attachment relationships with, research shows that parent behavior is more important in driving attachment security than child behavior, and with sensitive parenting many “difficult children are able to become securely attached” (Bergin & Bergin, 2009, p.145).

When infants develop the physical capability to explore the world another important role of the attachment relationship in development is highlighted. The attachment figure serves as a “secure base”, a source for “emotional refueling” when a toddler needs care or protection (Balaban, 2006, p.22). Children with a responsive attachment figure feel safe to explore their environment, knowing that they have someone to retreat to when they need help or care. Another change in attachment behavior comes about as children develop the conceptual understanding of object constancy; that someone or something exists even when they cannot see it. Children begin to create pictures of important people in their minds that they can recall even when that person is not present. This allows children to separate more easily from their attachment figure and use their representation of that person to help soothe themselves even when they are not physically present. Children with a developed sense of object constancy are more easily able to separate from their primary caregiver and soothe themselves in their caregiver’s absence. In the school setting this is an important skill that allows securely attached
children to explore and engage in school without being consumed by the absence of their primary caregiver.

Attachment relationships are also important foundational experiences for teaching children about relating to others, providing a first experience of relation to another human being. From their attachment relationship, children learn: “how to manage their feelings as part of growing up in relationships” (Colmer et al., 2011, p.17). Children develop a particular understanding of what a relationship looks like based on their experience. The link between attachment and socialization will be discussed further in terms of the affect of the primary attachment relationship on school life and success.

**Separation and Loss**

Attachment has different functions at different times. Children in school often experience attachment problems in relation to separation. Joanne E. Bernstein, in *Books to Help Children Cope with Separation and Loss* (1983) describes various reactions of young people to separation and loss. These include: shock, somatic symptoms, anger, guilt, depression, denial, embarrassment, fear, curiosity, sadness, and absent or delayed mourning (Bernstein, p. 7-11). While some of these are related to more serious experiences of loss, such as death, it is important to recognize the range of emotions that may arise in response to separation and loss. In *Too Many Goodbye* I chose to focus primarily on the feelings of curiosity, anger, and fear. The children may wonder why their teacher would leave, why they did not come back, and fear repetition of this kind of loss. Bernstein explains: “It is natural that youngsters who confront a loss experience should fear further such experiences… if a school year has been marked by one teacher leaving after another, can security be found in the teacher presently in the classroom?” (p.
The underlying factor, Bernstein, explains is the simple question: “who will take care of me” (p. 9). This preoccupation is exacerbated by individual experiences of children in the class, their personal attachment relationships, as well as previous experiences with loss.
Attachment Relationships in School

Cognitive and Emotional Development

A lack of secure-attachment relationships in the classroom can have a negative impact on children. “Cognitive and emotional development are intricately interwoven and bound up with a strong primary adult-child relationship” (Koplow, 1996, p 54). Children who do not have the opportunity to form a positive, trusting attachment relationship do not have an important foundation for cognitive growth, or healthy emotional development. One important link to school success is the development of pre-academic skills. In toddlerhood children learn many pre-academic skills in interactions with their primary caregiver, such as playing, engaging in conversation, and reading together.

Socialization and Relationships with Teachers

Bergin & Bergin (2009) describe functions of attachment pertinent to classroom success; specifically the feelings of security that promote free exploration and socialization. They refer to the development of “internal working models” that work to guide children in new situations by referring to prior experiences. Prior experiences, particularly with the primary caregiver, affect whether children approach or avoid others, whether they perceive the social world as safe or anxiety producing (Bergin & Bergin, p145). Whereas some children enter school with a positive, trusting view of adult caregivers, others do not view adults as sources of care or emotional support. Howes & Ritchie (2002) explain that: “If children feel emotionally secure with their teacher, they can use her or him as a secure base and a resource for exploring the learning opportunities of the classroom” (p. 6). They describe early relationship quality with teachers as a predictor of future peer relationships, behavior problems, happiness in
school, and achievement. Insecure attachment relationships between a student and teacher have been shown to affect a child’s ability to use the teacher to support their own learning (Howes & Ritchie, 2002, p.22). Children who have experienced rejection from attachment figures often turn away rather than seek comfort from adults: “Since they expect the adult to reject them, they tend to make ‘preemptive strikes,’ acting in a hostile fashion before the adult has an opportunity to be rejecting” (Howes & Ritchie, 2002, p14-15). Children act based on their prior experiences and what they expect from the adults with whom they interact. This difficult behavior in turn affects how the teachers approach and treat these students.

**Strengthening Attachment Behaviors through Teacher Relationships**

For children who do not have secure attachment relationships entering school, a positive relationship with their teacher can counteract some of the negative effects of insecure attachment history. However, insecure children often display challenging behaviors that make it more difficult for a teacher to bond with him/her. “Teachers tend to interact with insecure children in a controlling manner, are less likely to expect compliance… are more likely to be angry and rejecting with avoidant children, and to isolate them because they defy adults and may hurt other children” (Bergin & Bergin, p. 155). Teachers can work to change this behavior by responding in different ways that counteract the expectations the child has formed from experiences with rejecting or unresponsive caregivers. “If teachers are able to behave in ways that disconfirm the insecure child’s internal working models, then a secure relationship can develop between teacher and child” (Bergin & Bergin, p.155). Given time and effort on behalf of the
teacher, many children are able to form secure attachment relationships with a school-based caregiver.
Pertinent Developmental Considerations of Four and Five-Year-Olds

Power vs. Powerlessness

At this age young children are beginning to exercise their own power, and explore what it means to be an individual with her own ideas and abilities. While this can be very empowering for a child, it is also important to recognize that children also experience significant feelings of powerlessness. Brazelton & Sparrow (2001) describe that for a four-year-old “awareness of her own power brings new fears… she becomes more aware that she’s a small child, a small part of a larger world... Her new understanding brings an awareness of her limitations” (p.93). A sense of powerlessness can be frightening and/or upsetting to children. The topic of Another New Teacher brings up feelings of powerlessness, because of the lack of control over deciding who their teacher will be, or whether a teacher will stay or leave. The idea that important adults may leave and a child has no power can be very scary to him or her. Children seek some control in their environment but are often faced with the reality that many things are out of their control.

Importance of Routine & Structure

Routine and structure are also important for children of this age. Children find comfort in the structure of their routine, the reliability and control that comes with knowing what to expect. This is particularly important in the classroom, where a consistent and predictable routine helps children feel safe. An important piece of consistency in the classroom is the people, students and teachers, that make up a class community. When a new member joins, or a current member leaves it is a significant event that must be recognized and duly addressed. Routine and structure are particularly important for children who have little stability in their home lives: “Continuity of staff, a
high staff-child ratio, small groups, and a well-organized schedule are priorities ‘because [the classroom] may be the singular refuge from a chaotic world’” (Klein qtd in Balaban, p.26). For these children, having a place in which they feel safe and secure is the first step towards helping them become open to learning.
Bibliotherapy: The Use of Books to Address Difficult Issues

In order to understand the place and importance of *Another New Teacher* it is necessary to first explore the role of books in helping children to work through difficult issues. Bibliotherapy, put simply, is the use of books in a therapeutic manner. It is a reflective practice in which books are used as a means through which individuals can begin to recognize, and explore their feelings around a particular topic. Three key principles associated with bibliotherapy are identification, catharsis and insight. Rozalski, Stewart and Miller (2010) describe these principles as the basis for bibliotherapy.

**Identification** refers to the association of oneself to a character or situation in a story. **Catharsis** refers to an emotional response brought about when the reader revisits emotions that were previously repressed. Finally, **insight** comes when the reader arrives at a new understanding of his feelings and/or the situation, and is thus led to change (Rozalski et al., 2010, p. 34). In the classroom setting, topics for bibliotherapy originate from developmental issues common to students of a particular age, or from shared experiences common to a particular group. While bibliotherapy draws on existing literature, the practice of making books that specifically target a person or situation is a useful approach. Tailoring a book to a particular situation can help children better identify with the characters or event. Homemade books are also valuable for topics on which little literature is available. When choosing or creating books it is also important to pay attention to the illustrations in the book, as they are important to the message being sent. As emphasized in the drawing technique excerpt from *Creating Schools that Heal*: a teacher “represents a child’s experience and affects through drawing as a way of clarifying and affirming her social and emotional reality” (Koplow, 2002, p.219) thus it is
imperative that the illustrations are realistic and represent the people and situations with a level of detail that the students can both recognize and associate with.

There are multiple beneficial reasons for using bibliotherapy in the classroom; perhaps most importantly is creating a classroom community that values emotional expression and exploration. Koplow (1996) describes the importance of providing space in the classroom for talking about feelings and emotional experiences, referring to Winnicott’s idea of a “holding environment” where children feel they are able to safely share their emotions. Koplow argues that: “By initiating dialogue about affect and affect-related events, the adult implies her ability for tolerating and surviving the child’s emotional pain. This helps him to develop his own capacities for dealing with difficult emotional experience” (Koplow, 1996, p23). When adults are welcoming of children’s emotional expression children are better able to work through difficult events or developmental challenges. In the case of a change in classroom teachers, it is essential that students are given the time and space to process what has happened and reflect on the situation. When faced with emotionally significant experiences children may become preoccupied and have a difficult time focusing on other things. A book like this can help to make room for dialogue, and allow the children to talk openly about an issue concerning them. It can be particularly helpful in terms of building trusting relationships with a new teacher to acknowledge the children’s experience and possible feelings and worries.

Bibliotherapy also provides a means of affirming the validity of an individual’s experience and feelings. Such books can offer acknowledgement of the feelings that someone may have in a particular situation, helping the reader to not feel alone in their
experience, or in their emotional response. Making a book that reflects a shared experience can provide a means of uniting a group of students in working through the experience. In this particular circumstance, where the students’ feelings may seem targeted at an authority figure, the teacher, opening up a space for exploration tells the students that these feelings are valid and acceptable.

**Language and Illustration**

The language in *Another New Teacher* is intentionally simple in order to allow for young children to readily connect with the story. In writing this story I wanted to represent the child’s perspective, and thus tried to express the voice of the child through the words and phrases chosen. I kept the text short and divided it into small bits in order to keep it as straightforward as possible. The short text also helps to eliminate any possible confusion or distractions from the main point of the book.

Illustrations are important to pull children in and help them to connect to the story, as well as to enhance the story and to bring another level of meaning the text. In my drawings I attempted to bring continuity to the different characters so that the children can easily follow them throughout the story. In the section of the book when Jason discusses the different teachers who have left I decided to use a picture wheel because it helps to visually represent the replacement of one teacher by the next. As the wheel turns the teacher leaves the school window and is no longer part of the picture, and thus more accurately represents the experience of the children in this classroom. The illustrations on the wheel can be seen in Appendix A. While most of the illustrations are done in color pencil and crayon, I chose to add additional textured materials to several of the pages in order to highlight the emotions that Jason is feeling at the climax of the
story. I chose to reflect these feelings by changing the appearance of the sky. On the page where Jason first describes his anger at Mr. B I chose a pattern of bright hot colors that represent the anger Jason is feeling. In the next image when Jason runs to the corner to cry, the sky changes to gray with black clouds. This represents the upset and hurt that Jason is feeling as he cries to himself in the corner. The size of Jason and the size of the fence used in these two pictures are also intended to help set the tone of the picture. In the first picture Jason is big, he is high above the fence, whereas in the second picture Jason becomes small, curled up with a towering fence and huge empty space surrounding him.
ANOTHER
NEW
TEACHER

By Cheyenne Gleason
My name is Jason and in my class there were a lot of teachers.
First we had Ms. Linda, then Ms. Brittany, then Ms. Rachel, then Ms. Kris.

So many teachers came, but so many teachers left.
Now we have a new teacher Mr. Branden, but we call him Mr. B.
Will he sing us silly songs like Ms. Linda?
Will he listen like Ms. Kris when I am feeling sad?
Or will he get an **angry** voice like Ms. Rachel when I forget to raise my hand?
At circle time his voice was friendly.

He asked us lots of questions and wrote down what we said.
At nap time he came around and rubbed our backs when we couldn’t fall asleep.
Outside he taught me cool new moves with the basketball.

And he cheered for me even when I missed.
hurt. I turned my head and yelled...

He said I should come down so I don't get
not let me climb on top of the monkey bars.

Yesterday I got angry because Mr. B. would
You don’t care, you won’t stay here forever!
I jumped down and ran to the corner of the playground and cried.
Mr. B leaned down beside me. He put his hand on my shoulder and said "I see you are scared that I will leave Jason, and sometimes teachers say goodbye, but I am here for you now and I care about you"
Using *Another New Teacher* in the Classroom

**Preparing Children for Teacher Change**

This book is written for a preschool audience of four and five-year-olds who are experiencing, or have experienced, teacher change. It is intended to accompany a broader conversation and exploration of the topic. Dealing with separation can be difficult for some children, particularly children who have not had the opportunity to form secure attachment relationships. When any member of a classroom community is leaving, or joining, it is important to not only acknowledge the change, but also devote time and energy to exploring this significant experience. Children will experience and react to teacher change in different ways, and may have mixed emotions as they work through the experience. Kids may feel sad, angry, anxious, as well as happy. The following section describes some suggestions for broaching the topic of teacher change, as well as concrete activities that can accompany this book in the process of exploring this issue in the classroom. When used within the context of an emotionally supportive classroom, *Another New Teacher* creates space for students to explore their own feelings regarding teachers who have left, the new teacher, as well as possible fears regarding future changes in teaching staff.

**Saying Goodbye**

If time and circumstance allow, it is very important to take advantage of the opportunity to prepare the children in advance. There are several actions that can be taken to help ready children to say goodbye, as well as to welcome a new teacher. First, deciding on simple, consistent language that the children can understand. For example: “a big goodbye” versus “a little goodbye” can help children differentiate between saying
goodbye at the end of the day, and saying goodbye to someone who will not come back. Teachers can explain that a “big goodbye” means the teacher will “no longer come to play in the classroom”. Understanding time and permanence is very difficult for young children, repeating this over time will help children process. It can be referred to later on when children inquire about the teacher, “remember we said a big goodbye to ----”. If possible, giving the children a simple reason explaining why the teacher is leaving can help them understand what is happening to that teacher. It can be scary for some children if they do not have an explanation of what is happening to the teacher. It should be something that children can relate to, such as: she is going to play at a different school; she is going to stay home with her baby, etc. Providing a forum in which children are given the opportunity to ask the teacher questions gives them the chance to voice what is confusing or curious to them. Adults should speak openly about how they feel about the big goodbye, using simple language “saying a big goodbye makes me feel sad because I will miss playing with ----”. Teachers can also express mixed emotions, talking about how they feel happy remembering the fun things they did together, or that they are both excited and worried to meet a new teacher. Modeling this language, and setting a tone of openness will facilitate and encourage children to share their own feelings.

When a big change is about to take place it is also important to discuss what things will stay the same. Being explicit about who will stay in the classroom, both teachers and students, reassures children that many things will stay the same. As discussed earlier, children at this age depend heavily on structure and routine, and can become anxious if there is uncertainty regarding these areas. Talk about the schedule staying the same, in addition to favorite activities that the kids will still do in the
classroom. Teachers can also use this opportunity to explain to the children that although he or she will no longer be in the classroom, the feelings of caring for each other will stay with them.

**Activities**

Kids should be included in deciding how to say goodbye, creating something together and planning a goodbye celebration. The children should be given the opportunity to generate the ideas, making this a meaningful experience for them. It is important that all students feel involved in the planning and implementing process. Through this experience the children can gain a sense of agency, although they are powerless in the actual separation piece of the goodbye, they are able take some ownership of how it happens. Involvement in such activities also engages the children in actively thinking about and processing the experience. Ideas for gifts can be individual or collaborative, such as cards, picture collages, or a group book of pictures or drawings. The most important aspect is that the children are involved in the process of choosing and creating the gift. While the product is a nice keepsake for the teacher leaving, it is the process of creating and giving something meaningful to the children themselves that will best help them work through the experience.

During a celebration the kids can present their gift(s), and play a favorite game with that teacher for the last time. This is also a great opportunity for the teacher to give the kids something, such as a teacher-made goodbye book. This can include pictures of the students and teacher, descriptions of some of the activities done together, how the teacher is feeling about saying goodbye.
Using the classroom calendar to show when the teacher will say her big goodbye is another way to prepare children, and counting the number of days left to play will help children make sense of the timeline for saying goodbye. A picture of the teacher can be placed on the last day to provide additional visual information. If the class will have a goodbye celebration a visual can also be added to represent that.

**Welcoming a New Teacher**

It is also important for kids to know that a new teacher will come to play. Giving the students a little information about the new teacher will help prepare them. Saying goodbye to an important member of a classroom community, and welcoming in someone new is a big and significant task. It not only acknowledges the children’s feelings and provides an opportunity for children to process their feelings, it also reinforces that each member of the community is valued, and when someone leaves or enters the community it deserves to be recognized. It is important to reassure children that the new teacher will be there to help them, keep them safe, and have fun with them. Continuing the conversation once the new teacher begins is important. It acknowledges that the children need time to process the change, experience the sadness of losing a teacher, and get to know someone new. Becoming part of the process, the new teacher demonstrates openness to the children’s emotions, as well as recognition of their experience. The new teacher can begin to create bonds with the new students by asking questions, and allowing the children to help guide her in her new role. It is important that the new teacher recognizes and addresses the feelings that children may have, validating their experience. A new teacher can also model being worried or nervous about meeting new
people, playing in a new classroom, as well as being happy for the chance to make new friends.

**Activities**

Teachers and students can work together to come up with a list of important things about the classroom and the kids that they want the new teacher to know. This can include some of the kids favorite songs, information about the schedule, what games they like to play, jobs that the kids help with, things that scare them, etc. Creating this kind of list can help the kids feel an ownership of the classroom, and a sense that the new teacher will know about the things they care about.

Having children give the new teacher a tour on her new day, taking on ownership of the classroom in this way is an empowering experience for children who may also be feeling scared and anxious. Students can take turns showing the new teacher their own cubby, where they sit (if applicable), a piece of their own work, etc.

Children can also take part in conducting a “teacher interview” with the new teacher. Questions can be ones that the children prepared previously as well as questions that they come up with on the spot. It is important for all of these activities that the children play an active role.
Experience of Reading *Another New Teacher* to a Child

I chose to read this book to a 4-year old child in a 12-month preschool setting. He is in the same classroom for the second year, however one of the assistant teachers left at the end of the school year, and a new teacher took her place. This child typically has difficulty meeting new grownups, and sometimes displays this dislike with anger. During the story I asked him a few questions about how the boy was feeling at various points. He was able to give simple answers, using the immediate to explain why; such as he was “angry” because “he told him to come down”. After finishing the book I asked Robin if he ever felt like the boy in the story, which led to the following exchange:

Robin: Yes… we said a big goodbye to E
C: How did that make you feel?
Robin: Sad
Cheyenne: After E--- left we got a new teacher right?
Robin: Yeah
Cheyenne: And how did you feel when we got a new teacher?
Robin: Mad
Cheyenne: What made you feel mad about the new teacher?
Robin: That she doesn’t listen to us

This exchange provides valuable information for Robin’s teachers in terms of how he perceives new grown-ups. Whereas it took Robin a long time to become comfortable with the new classroom teacher, he has since developed a trusting relationship with her. Knowing how Robin felt from the beginning could have helped teachers to better facilitate Robin’s relationship development with the new teacher. Teachers could have talked to Robin about how he perceived new people, and worked on ways to help Robin feel listened to.

Perhaps the most interesting comment came when I asked Robin if there was anything I should change about the book and he said that I should put his name in the
This was interesting because it is a possible indication of a connection he has made with the characters, where he can see himself as the character in the book. Although he had a more difficult time describing to me how the boy was feeling, he did make an important personal connection with the main character. With further discussion this kind of connection is what will eventually help Robin and other children explore their feelings more openly. At the end of our conversation Robin asked if I could bring the book back again. This is an important point to note because Robin, like many other children, will need to hear the book multiple times in order to really take in the story and begin to make deeper connections.
Annotated Bibliography of Children’s Books

Following is an annotated bibliography of children’s books that deal with issues of separation and loss. While there are many books about saying goodbye at the end of a school year, it was difficult to find books about teachers leaving during the school year. This was one of the major reasons that I created *Another New Teacher*. Thus, I have decided to include several books that deal with broader experiences of saying goodbye.


Anna’s Goodbye Apron is a story about a kindergarten teacher who has to move away and leave school in the middle of the year. The story goes through things that the class had done together over the year. Then students make a special goodbye apron for Anna and give it to her on her last day. Each kid showed her what they drew, then kids give Anna a goodbye hug and “everyone felt very sad” (p. 22). The story ends a few weeks after Anna leaves with a letter from Anna, and a tin of cookies she baked wearing her apron. This book provides an opportunity for students to think about saying goodbye, whereas *Another New Teacher* is more focused on forming a relationship with the new teacher.


The little girl in this story remembers the many things that she did with her best friend before she moved away. She worries now that she will have to do all of these things without her. She wonders if she will ever have a best friend again. The story ends when a new family with a little girl moves into the same house and they become friends. The girl states that she feels sad that her best friend left but knows that her best friend will make
other friends, just like her. Similar to Another New Teacher, this book explores the worries that a child might have about what will happen after that special person leaves.


This book tells the story of a Zebra whose best friend Giraffe moves away. Zebra felt very sad and told his friend that he will miss her very much. Zebra played with other friends, but continued to feel sad for a while, wishing Giraffe was there to play too. As he played more, he started to have more fun. In the end Zebra gets a letter from Giraffe telling him that she misses him, but also met a friendly animal to play with. Zebra talks about what he will write back, and his father says that the letter will make Giraffe happy. The story finishes with Zebra saying that friends are for making you feel happy. This book provides an opportunity for kids to think about saying goodbye to a special person. It shows that it takes time to get used to that person being gone, as well as one way of keeping in touch with someone. The use of animals as the main characters in this book makes it a good addition to this selection, as sometimes children are more easily able to relate to stories about animals.


Curtis is the neighborhood mailman who is leaving his job after many years. The story talks about gifts that Curtis gives to all of the people for whom he delivered mail. It talks about how much everyone likes Curtis, and how everyone will miss him. The book shows many pictures of Curtis saying goodbye to various people. At the end Curtis gets to his house and finds that people from all over town made him a goodbye party: “There is dancing and eating and remembering” (p.17). After the party Curtis writes thank you
notes to everyone and sends them in the mail. This book is a good example of ways that you can say goodbye to someone special. It shows giving gifts, and having a goodbye celebration. This book can be used prior to a conversation regarding how the students want to mark the goodbye, offering ideas to initiate a conversation.
References


