



Learning to Teach

Part One: Classroom Routines and Transitions

PART ONE

Routines and transitions provide a structure for classroom life. They enable children to move smoothly through the day and “borrow” the external regulation that teachers establish to begin internalizing developing their ability to self-regulate. In these clips we watch:

Starting the Day | 1:33

Children enter the classroom to begin the school day. They say goodbye to their caregivers, eat breakfast and engage in classroom activities.

Cleaning Up | 7:07

Clean up can be a challenging time for teachers and children. We will see how this teacher encourages the kind of behavior she wants from the children.

Story Time | 11:06

Story is an important part of everyday life in early childhood classrooms. How is it set up in this classroom? How do you think about the value of story time?

Show and Tell | 16:32

Many classrooms set aside time for

children to “show and tell.” We can examine the interactions among the children and the teacher’s role during this activity to consider what children are gaining from this activity.

Leaving the Classroom | 23:37

Moving in and out of the classroom – in this case to go outdoors to play – requires regular routines. How does the teacher help the children manage this transition? What do you notice about the children’s self-regulation skills?



Prior to each video clip, a Bank Street graduate faculty member introduces the situation, shows the video, and then engages novice teachers in a discussion. Viewers can engage in a similar process: watch, consider, and discuss. Then join the graduate student panel as they puzzle out what they saw and try to make sense of the children and the teaching situation as well as themselves as early childhood teachers.



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30 minutes