



# Role Of The Teacher To Manage The Parents' Requests, Questions And Complaints In Pre-School Education System.

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## Abstract

The programme at the early childhood stage helps to ensure opportunities for holistic learning and growth. The ECCE programme needs to be determined by children's developmental and contextual needs, providing for more need based inputs and an enabling environment. Given this need for an individualized approach over the years it has been observed that the practical realities are different and most of the ECCE programmes on offer currently do not have developmentally appropriate programmes for the young child. Aim of this paper is to explain **Role of the teacher to manage the parents' requests,, questions and complaints in Pre-School education system.**

**Key Words:** Teacher, Parents, Education

## Introduction:

The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development. Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment.

## Vision for an Indian:

Child The National ECCE Policy visualizes nurturance and promotion of holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualised opportunities for laying foundation and attaining full potential. The vision for an Indian child reflects our beliefs about children and childhood and what is possible and desirable for human life at the individual and societal levels.

## Objectives of Early Childhood Care and Education (ECCE):

The aim of Early Childhood Care and Education is to facilitate optimum development of the child's full potential and lay the foundation for all round development and lifelong learning. While parents and home have the main responsibility of the welfare of the child, a strong partnership between the community and the ECCE centres is important for the well being of the child and in achieving the following objectives

Ensure each child is valued, respected, feels safe and secure and develops a positive self concept

- ❖ Enable a sound foundation for physical and motor development of each child- as per each child's potential .
- ❖ Imbibe good nutrition routines, health habits, hygiene practices and self help skills.
- ❖ Enable children for effective communication and foster both receptive and expressive language.
- ❖ Promote development and integration of the senses.
- ❖ Stimulate intellectual curiosity and develop conceptual understanding of the world around by providing opportunities to explore, investigate and experiment .
- ❖ Enhance development of pro-social skills, social competence and emotional well being.
- ❖ Develop sense of aesthetic appreciation and stimulate creative learning processes.
- ❖ Imbibe culturally and developmentally appropriate behaviour and core human values of respect and love for fellow human beings.
- ❖ Enable a smooth transition from home to ECCE centre to formal schooling.
- ❖ Enhance scope for overall personality development..

## Role of Teacher

The teachers in an ECCE programme are facilitators who engage children in multiple experiences to foster their all round development.

They play the following roles:

- ❖ Observe children to identify their needs and capabilities and move with the pace of the child's development
- ❖ Plan developmentally appropriate, holistic and challenging activities
- ❖ Facilitate learning to meet the objectives of the curriculum
- ❖ Adapt activities to suit the learning abilities of children with disabilities. Like, a child with visual challenge could be given multi-sensorial experiences.
- ❖ Organise supportive learning environment by taking care of aspects such as the arrangement of the physical environment and equipment; the scheduling of activities and events and groupings .
- ❖ Develop responsive relationship with children and understand that transactions within the classroom is a journey of mutual learning between the child and herself so that she can continue to learn and help the children in her care
- ❖ Respect the child and the social environment the child comes from.
- ❖ Focus not only on planning and conducting activities but also on continuous processes for interaction and relating learning to child's environment.
- ❖ Create nurturing and positive relationships with children and among childre.
- ❖ Interact verbally with children in a calm, respectful and friendly manner.
- ❖ Ensure social inclusion of children with disability in the ECCE classroom.
- ❖ Help in early identification and intervention for children with special needs
- ❖ Work in partnership with parents

- ❖ Develop a plan for the transition of children from Preschool to Pre-primary or Primary programmes.

### **Partnership with Parents and Family**

In planning for an effective Early Childhood Care and Education Programme parental participation and involvement is equally important. The programme recommends that the early childhood staff should form a positive partnership with parents on an ongoing basis through frequent and positive ECCE centre to home communication in the form of sharing progress reports, holding conferences, sending personal notes, updating parents of events and activities, etc. ECCE teachers/caregivers should actively seek parental support by showing them how they can work with their children at home to reinforce the learning experiences that take place in ECCE centre. If these practices are followed, it will certainly help parents to feel more self-confident and comfortable and encourage them to become actively involved in their child's care and learning.

- ❖ Providing a nurturing, conducive and supportive environment for optimal development and learning .
- ❖ Encouraging exploration and experimentation at home and optimally utilising the ample opportunities for incidental and lifelong learning, arising from the daily activities.
- ❖ Establishing a relationship of trust and mutual respect with the teacher.
- ❖ Sharing and planning their development along with the ECCE teachers/caregivers.
- ❖ Participating in the open days and other events for parents and community.
- ❖ Not to force formal learning and competition at this early age and respect children's abilities and personalities.

### **Conclusion:**

To accomplish the above the teachers and parents need to enjoy being with young children, be knowledgeable about children's development and early childhood curriculum and should be skilled at implementing the curriculum. The other significant adults in the ECCE set up are also an integral part of the programme for the child and must contribute to the above mentioned roles.

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