

Effective Facilitation:

Supporting growth through
intentional interactions



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AGENDA

- Defining Facilitation
- Intentional Interactions
- The Learning Environment
- Let's Plan and Play!

What is Facilitation?

A method where educators
Guide and Support
children through the learning process
by organizing experiences,
encouraging curiosity and discovery,
and scaffolding children's learning



Why is this important?

Children are born with a sense of

WONDER

It is our job as educators to

Protect and Cultivate

this natural born curiosity.

Through this natural curiosity, we provide guidance and encouragement to strengthen children's learning and development



How do we do it?

Be a...

Player

Take on a role in the play and follow the child's lead

Connector

Making connections in play to children's lives

Rubber Band

Stretch and extend the play

Mirror

Describe what the children are doing using rich vocabulary

Steering Wheel

Steer play in a productive, positive direction



Facilitation in the CLASS Tool

INFANT: Facilitated Exploration

Involvement

- Initiate interactions
- Join in experiences
- Mirror behavior

Infant Focused

- Follow infants' leads
- Allow infants choice
- Support Exploration

Expansion of Infants' Experience

- Encourage behavior
- Vary Intonation
- Adjust experience



- Play with and talk to infants throughout the day.
- Imitate infants' actions and then go a step further.
- Watch what infants are doing to see what interests them, then follow up on their interest.
- Provide infants with choices whenever possible.
- Think of ways to stretch infants' experiences, and help them learn how to do things on their own.
- Pay attention to infants' signals so you don't overstimulate them.



Facilitation in the CLASS Tool

TODDLER: Facilitation of Learning and Development

Active Facilitation

- Teacher provides opportunities for exploration and learning
- Teacher guides exploration
- Teacher is involved in children's activities to support learning and development



Facilitation in the CLASS Tool

TODDLER: Facilitation of Learning and Development

Expansion of Cognition

- Teacher provides and embeds information
- Teacher relates information to children's lives and experiences
- Teacher integrates concepts across activities and tasks
- Teacher encourages thinking skills



Facilitation in the CLASS Tool

TODDLER:

Facilitation of Learning
and Development

Children's Active Engagement

- Manipulation of materials
- Physical involvement
- Verbal involvement



- Get involved
- Ask questions
- Actively involve children
- Build upon what children are doing
- Apply concepts to the real world
- Make the most of routine times



Intentional Interactions



How can we be intentional in our classrooms?



Be aware of current and upcoming milestones



Plan activities that support these new skills



Be present and responsive during activities



Look for opportunities for scaffolding

Zone of Proximal Development



Scaffolding allows children to solve a problem or carry out a task that is beyond their current abilities.

Supporting Learning through Scaffolding

Scaffolding is how adults support children's development and learning by offering just the right help at just the right time in just the right way.

- Verbal Hints
- Physical Assistance
- Prompting thought processes through questions (toddler/prek)

What does this look like?



Example with Young Infants



Ms. Tonya plays peek-a-boo with Anthony, 4 months old. She holds a blanket in front of her face, peeks out over the top of it, and says, “Peek-a-boo!” Anthony laughs. After she does this a few times, she notices that Anthony’s attention has waned. The next time she puts the blanket up, she moves it to the side of her face and peeks out from a different place. Anthony looks surprised and laughs, reengaged

Example with Older Infant



Shayla, 11 months old, lets go of the cart she is pushing and stands alone. Her teacher, Mr. Peter, sitting nearby, says, “Hi, Shayla!” He reaches his hand toward her, and she takes one step, then another, then falls down. Shayla’s eyes open wide, and Mr. Peter says, “Boom, you fell down, but you’re okay. Do you want to try again?” Shayla reaches up her arms and Mr. Peter helps her stand up. He holds her hands while she steadies herself, then gives her two small toys to hold so that she balances on her own. He says, “Okay, Shayla, can you walk to me?” Holding tightly to the two toys, she takes three steps and reaches Mr. Peter right before she falls down. “You did it!” Mr. Peter exclaims.

Example with Toddler



Twenty-two-month-old Aydin has just arrived at Ms. Evelyn's family childcare home. Ms. Evelyn has three other toddlers close to Aydin's age. Recently, she has noticed that Aydin knows the color yellow. She places several yellow objects on a small table, along with a few red objects. Aydin immediately goes to the table and picks up a yellow block, saying, "Lellow!" Ms. Evelyn says, "Yes, that's a yellow block. Can you find something else yellow?" Aydin looks back at the table and picks up a yellow toy car. He brings it to Ms. Evelyn, saying, "Lellow!"

The Learning Environment: Classroom Set Up



What do you notice about the set up of this room?

How does this set up support facilitation?

The Learning Environment: Materials

- Display materials in ways that invite children to explore
- Less is more- avoid clutter and visual noise
- Provide a variety of materials



Let's Plan and Play!

- Infant Toddler Development Terminology Glossary
- Effective Facilitation Planning Sheets
- Materials

Additional Resources to Support:

- ASQs
- Florida Early Learning and Developmental Standards



Planning your Activity

- What will you do?
- What will you ask?
- What will you tell?

Effective Facilitation	
Milestone(s):	
Activity:	
Materials:	
What will you do?: Model Encourage Exploration Adjust Experience	
What will you ask?: What How Why Where	
What will you tell?: Label Describe Provide Information	



Final takeaways

- Facilitation is about guiding, not leading
- Your presence and responsiveness are key teaching tools
- Small changes in room setup or teacher language can have big developmental impacts

Thank you!

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