



Principles of Care Giving by Magda Gerber

An early childhood educator, Magda Gerber taught parents and caregivers how to understand babies and interact with them respectfully from birth.

Principle 1: Involve children in things that concern them.

For example, ask if a child wants a hug, is finished with certain toys, etc.

Give advanced warning that you are about to help them.

Assist, as capable, in self-care tasks.

Give opportunities to make age appropriate choices.

Principle 2: Invest in quality time

Get on child's level to view room.

Engage in child directed activities with children (play with them).

Respect when children want to interact or want to play alone.

Offer comfort when appropriate.

Create time to be with children, i.e. care giving times.

Principle 3: Learn child's unique ways of communicating and teach yours.

Speak normally to children (no baby talk).

Verbally express what we see the child is doing (expanding vocabulary).

Provide or model words which pertain to and/or will help them work through situations.

Principle 4: Invest time and energy to build a total person.

Learn each child's individual way of learning

Provide time for uninterrupted play and freedom to explore and interact with other children.

Offer activities to foster a well-balanced development.

Principle 5: Respect children as individuals.

Acknowledge and label feelings

Allow children to move at their own pace whenever possible.

Acknowledge the unique characteristics of each child.

Principle 6: Be honest about your feelings.

Let children and co-teachers know how you feel about any given situation.

Honor the children's feelings and your own as well.

It's okay and important to model appropriate expressions of emotions.

Principle 7: Model the behavior you want to teach.

Modeling is a very important teaching tool. Children learn by watching important figures in their lives.

Children exhibit the behaviors that are modeled for them: for example, teachers will model washing hands before eating,

talking about problems calmly, cleaning up spills, taking turns with toys, etc.

Principle 8: Let children solve their own problems.

Children learn best by doing.

Our goal is to encourage the children to be independent, self-confident, and inquisitive learners.

When children are learning a new skill, teachers will set up the situation to aid successes.

For example, when learning to put on his/her own shirt, a teacher might lay shirt flat on a surface and verbally direct child to grab shirt from bottom and pull over his/her head.

When children encounter a problem, teachers will first ask open-ended questions to help the children solve their own problem rather than solving it for them.

Likewise, when children want to gain more information about something, teachers will ask open-ended questions to facilitate independent thoughts before offering information.

Principle 9: Build security by teaching trust.

Respond to children promptly

Provide clear and consistent guidelines/limits.

Verbally let them know we are there if they need help.

Provide a safe environment both physically and emotionally.

Principle 10: Be concerned about the quality of development in each stage.

Make frequent observations of the children and document developmental growth.

Make Individual Development Plans for each child.

Allow the children to develop at their own rate but at the same time provide challenges to encourage further development.