

Summary

What is Sharing Responsibilities, anyway?

- Shared responsibility involves a classroom environment where all staff take part in daily routines and activities and all tasks involved in caring for children. This includes planning and delivering curriculum, responsive and caring interactions with children, and maintaining a healthy environment.

What's the Point?

- Creates an environment where team members feel supported
- Increases team members ability to collaborate
- Fosters a sense of balance among team members roles
- Allows classroom routines to run smoothly, with all team members knowing what to do
- Provides opportunities for co-learning (modeling, sharing ideas)

How Do I Do This?

- Review daily routine and identify responsibilities as a team
- Create a system to rotate or share responsibilities
- All educators share thoughts and ideas based on observations of children to guide program planning
- Take turns leading or co-leading activities
- All educators take part in preparation and clean-up of activities
- All educators in the classroom interact with children and join in play
- Team members engage in ongoing open communication to ensure that roles are divided among staff fairly and equitably

How Will the Children Participate in This Practice?

- Children participate in planning activities with educators
- Children help prepare for activities by setting out materials
- Children participate in daily clean up routines.

Checklist

Task	Complete?
Team members meet to review daily routine and the roles and responsibilities required during each routine. (snack – sanitizing table, setting out food, inviting children, handwashing with children, supervision and interaction at the table, clean up.)	
Develop a system to divide responsibilities that all members feel is fair and equitable.	
Team members work together to observe, plan and prepare program curriculum, (games or activities, provocations, room set up, group times)	
Team members create a plan so all team members take turns leading or co-leading planned activities and group times.	
All team members have opportunities and time to join in with children's play and have extended and meaningful conversations with the children.	
Daily responsibilities and roles within routines are organized so that all team members have opportunities to connect with families when they enter or leave the classroom.	
Educational team members are given the opportunity to reflect on children's play, document and share stories with families.	

This network of relationships supports your complex, dynamic, and multifaceted role as an educator. We describe your work within this network as a practice of relationships – a practice that nurtures healthy early childhood communities where diverse people come together for the benefit of children's play, learning, and development.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 52

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

