

International responses to COVID-19: challenges faced by early childhood professionals ^[1]

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Excerpted from abstract

The COVID-19 pandemic has caused a world crisis of an unprecedented nature. In March 2020, due to closing of non-essential private and public educational institutions, early childhood professionals had to quickly adapt and respond to the demands for social distancing, hygiene, new protocols and transition to online education. Alternatively, educators engaged in distance teaching and learning, when the families they serve lacked technological resources for online modalities. The present study examines how early childhood teachers in the United States and several Latin American countries are facing the challenges presented by COVID-19. The study clearly reflects the relevancy of the challenges faced by educators of young children, such as lack of preparation for distance teaching and learning, deficiencies in the pre-and in-service trainings to address the educational needs of young children distantly, and the need to work differently with caregivers. Teacher training and development should include the knowledge, skills, and dispositions necessary to successfully reconsider and participate in distance teaching and learning.

Region: International ^[4]

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