

Exchange™

Exchange Magazine as a Professional Development Tool

Many early childhood education programs find *Exchange* magazine an effective and enjoyable professional development tool to use with staff. Below are examples of tested ideas contributed by programs around the country. Each idea can be used for staff development in-person or online.

1

Shared Reading - an Exchange Magazine “Book Club”

WHAT IT IS:

With each new edition of *Exchange*, designate one article that all staff will commit to reading. Then use that article as the basis for an in-person or online discussion group, modeled after book club discussions.

HOW IT WORKS:

Administrators can choose the article each time, or the job of choosing can be rotated throughout the staff. Whoever chooses the article should write four or five discussion questions to distribute to the group. If this will be an email discussion, then each staff member can be asked to send responses to the whole group, with comments on each other’s responses welcomed and encouraged.

2

Choose Your Favorite

WHAT IT IS:

With each edition, or just once a year with a designated edition, ask each staff member to choose a favorite article and explain why they found it valuable.

HOW IT WORKS:

Ask people to create a two-sentence “sales pitch” about the article by completing the phrase, “You really should read this article because...” These “sales pitches” can be shared electronically or during an in-person meeting. If people are meeting in person, it can be fun to vote on who “sold” their article most effectively.



3

Each One Teach One

WHAT IT IS:

With each new edition of *Exchange*, randomly pull a name of one staff member to be the designated “teacher.” Ask that person to choose an article they would like to “teach” to the rest of the group.

HOW IT WORKS:

Whether the teacher will be meeting with the group in person, or electronically, encourage creativity in the presentation. The teacher may lead a discussion, or put together a brief summary of the article’s important points, or share examples from his/her classroom that relate to the article. During in-person meetings, the designated teacher may even want to ask people to play charades or Pictionary-style games using key words from the article.

**4**

Investigate a Topic

WHAT IT IS:

Once or twice a year, choose one topic (examples: supporting infants and toddlers; anti-bias curriculum; working with families; strengthening children’s math learning...), and find related articles from the past six editions of *Exchange*.

HOW IT WORKS:

Administrators can choose a topic they feel will be especially important for staff, or staff can vote on a topic from a list of choices distributed to all. Once the topic has been chosen, ask staff to look through their last six editions of *Exchange* to find as many articles as possible that are related to the topic. If staff share their thoughts electronically, ask them to write about which article they found especially valuable and why. If meeting in-person, ask each person to talk about ways their knowledge about the topic has changed or increased because of the article(s) read.

**5**

Bridging Research and Practice

WHAT IT IS:

Use the newest feature in *Exchange* magazine, Bridging Research and Practice, to help staff put early childhood research into practice in their classrooms.

HOW IT WORKS:

Choose one of the Bridging Research and Practice topics and ask staff to read about ways they can implement the research-based ideas into their classrooms. Encourage them to try at least one of the ideas from the article. After about a month, send out a request for staff to share their successes, challenges and observations.



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