Chesapeake College

ECD 270 Practicum in Early Childhood Development

Self-Reflection Journal

1. **What were the ages of the children you spent time with during this half of the semester?**

The ages were from six months to five years old. However, most of my time was spent with four to five year olds. I also spent time in a new classroom this half – with three and four year olds.

1. **Taking into account the dynamics of the group and the children’s individual interests, do you feel that the classroom arrangement was effective? Explain your answer and if you would make changes what would they be?**

Since I have already reflected on the other rooms’ last reflection, I will discuss the three and four year old room.

This room is almost a mirror of the four and five year old classroom, with different centers and locations, however the layout is very similar. With that being said, it felt a lot smaller than the other classroom though, even though they are the same size. I believe this has to do with overcrowding areas/centers. The children congregated in three main areas when I observed them: the back of the room at the library, at the table toys area in the front of the room, and an open area with shelve toys. Since these areas have a lot of space between them, if only one teacher is in the room it is very difficult to watch these centers. And these are the centers that tend to have the most behavior issues.

I would consider observing each center and seeing what the children do at each to determine why other centers aren’t as active, and possibly rearranging some of the locations for better sight lines.

1. **Based on your interactions with the children, staff members and your experience with carrying out lesson plans, circle time, transitions, etc., identify strengths in your teaching skills, also identify areas of improvement.**

Some of my strengths would be my ability to easily adapt and tailor my lesson plan as needed, to meet all the children’s needs, even if not previously identified.

Areas of improvement would be how I ask the children to do something, when they really don’t have a choice. I have a tendency of asking what I want done as a question, rather than a statement; giving the children a choice when really it is not.

1. **Reflect on your experiences in regard to behavioral management. Were there any instances where you observed or were directly involved with a child that displayed unacceptable behavior? Briefly describe the behavior what the cause was and how the situation was handled. What did you learn from this experience?**

In the four and five year old classroom there was some clique issues between four girls. The girls were friends but there were times when they would get mean with each other. On at least two occasions I had to intervene and help them problem solve some situations.

I learned that it is so important to make sure they understand how hurtful excluding friends can feel, and how they need to be reminded/taught about empathy.

1. **How will this experience affect your teaching style when you have your own classroom?**

This experience has allowed me to understand and see firsthand, some issues that go on in classrooms, even if you don’t always see them on the top layer. It will lead me to really pay attention and observe the children and see how they interact with each other. You need to role model the behavior you want the children to demonstrate. If you are constantly being catty with other co-workers in front of the children, don’t be surprised if they pick this up and start acting the same way with their friends. Behaviors, attitudes and actions are contagious, and we are always being watched by the children, even if we don’t think so.