Katie McDonald 11/26/14

Self Reflection #4

Section 1:

One goal I made for myself in Self Reflection #2 was to learn how to put thought into how I talk to children in a more directive way as well as to help children expand their play through speech. I think I made progress toward talking to children in a more directive way by using less questions in my speech and making my directions very concise, one example of this was when I was in the classroom and La’Niyah and Nextor were in the loft area and Nextor was chasing and hitting La’Niyah I looked at her when she ran over to me and said “You can tell him you need space.” This was progress for me because I would usually just grab her and want to protect her from what was going on but I was able to use directive words to help her speak to Nextor. I also feel like I have made progress in helping children expand their play, I have learned to observe children as they play and ask them questions to keep them engaged. An example of this was when I was sitting outside on the tire in the Maple room yard for a while just observing the children play when Arlo and Liliana came up to me holding a box of plastic people and began taking them out of the box and bringing them over pointing out the differences between the people, I asked them questions like “How is that boy different from that boy?” and “Which toy has glasses?.” I think I have learned to pay attention to the little details and be reserved with my words, to observe and then enter in to the children’s play with questions. Two goals I have for myself moving forward would be to be more present in children’s individual play, I tend to be more drawn to groups of children but I would like to learn how to expand play for a single child and be really engaged in it. I think another goal would be to learn how to better observe and document childrens play, I had a hard time taking observation notes and observing childrens play and I would like to grow in that.

Section 2:

11/26/14

Dear Lisa,

Katie is a reliable employee, she is on time to work with few exceptions and comes in ready to work and be engaged in the classroom. When she is unable to be in the classroom she gives sufficient notice. She is willing to do whatever is asked of her and flexible when asked to help out somewhere in the classroom. Katie also takes initiative in the classroom by helping with potty time or cleaning up for circle time without being asked.

Katie has used redirection when working with children in the classroom by helping them “fly” to the potty when upset about having to go. She has also made herself aware of all of the children in a space by placing herself on the sides of back of the outside yard or standing at the back of the classroom when the children are playing on the inside mats. One example of Katie working one on one with a child is when it was time for Liam to go potty, Katie went over to him and said “Liam its time to go potty” when Liam kept playing Katie knelt down to his level and said “Liam it has been two minutes would you like to hop or fly to the potty?” Liam kept playing so Katie picked him up and said “I’m going to help your body to the potty.” And held him like an airplane all making airplane noises to the potty.

Katie is respectful to other staff by greeting them when she enter the classroom and asking them if they need help during everyday activities such as potty time and cleaning up. Katie also participates in the weekly meetings by helping to identify and think through measures. Some concerns she has voiced to core staff would include some specific concerns she had about La’Niyah which she brought up in the Monday night meeting. She has also asked questions regarding handling conflict and specific children after the meetings as well as one on one with teachers to preserve confidentiality.

Katie has taken personal responsibility to ask teachers for advice on working with conflict and observing fellow teachers when dealing with conflict to better further her skills. She has been ready and willing to take advice from fellow teachers on conflict and engaging in play and apply it to the classroom.

Katie was given the feedback to use a more directive tone when working with the children as well as to work on body placement in the classroom to be able to see all of the children. I feel like Katie has used her tone more effectively when working with the children. Katie has grown in her interactions with children and her ability to contribute to the classroom, she has embraced learning in the classroom. Going forward Katie could work on her one on one interactions with children and pursuing one on one relationships with children in the classroom. She can also work on her conflict management and being confident in her abilities to help children with conflict. She can work on these things by continuing in the classroom and asking headteachers for assistance with conflict or recommendations for certain children. Katie will continue to learn and grow as she embraces the function of a learning classroom and furthers her education in child development.

-Katie McDonald