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Philosophy Statement

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Eight years ago, when I hit early adulthood (18-years-old), I suddenly through the natural struggles of life realized what I had a passion and drive for. I began working in a small child care center, called Kids Play Two, and fell in love with the interactions and experiences with children. I soon realized, after being in a chaotic room filled with a range of 13-year-olds throwing basketballs at infants trying to toddle or crawl around the opposite side of the open room/center, that this wasn't the environment nor climate or impact I wanted to have with/on children. From there, it was history. In a matter of six years, I worked at 4 different child care centers, all of which having their own uniqueness. In the most recent 4 years, I have taken on the responsibility/title of being a full-time nanny and caregiver, simply because I like the more one on one experiences and interactions you encounter. As well as, being able to have full autonomy. I realized my passion for child development and child care, when I felt the joys and warmth, of helping positively shape and mold/guide children's development in and throughout life. When I began to learn more, about the different domains of development and the different theorist, beliefs and proven research/strategies to positively affect and guide a child; I only become way more intrigued and driven.

We see a plethora of different theorist and beliefs/strategies throughout course work and in child development itself. Being a very open-minded person, I seem to connect on some level and understanding with all/most. I like to remember and always consider the family system theory, which shows and explains to us child care professionals the roles, rules and boundaries

within a family. John Dewey was a developmental theorist, who believed children learn to resolve conflict on their own and gave a background to why we have roles, rules and communication. His end goal, which I align with and try to implement in my classroom, is to develop a whole system/community for children and learning. Helping to do so, we must foremost keep in mind Maslow's hierarchy of needs, as the children have certain needs and requirements such as sleep, shelter, food and water.

Going a bit deeper into child development, Piaget theory introduces us to the stages of cognitive development, and levels of perspective talking. He shows us, how children construct knowledge through assimilation and accommodations, and the different levels/stages of perspective talking that children/adults experience. Vygotsky theory, aligns with my ideology, that children best learn and positively develop or interpret/internalize through the process of scaffolding within the ZPD. All of the while, keeping in mind that you learn and develop culturally as well through experiences and interactions. I like to remember, and refer to it as a cultural umbrella.

Erikson's theory shows us the different stages of experimental norms of social/emotional development. This is a great theorist to keep in mind and always refer/relate back to, as you want to make sure these experiences and stages are positively occurring throughout the child's development. The main quote, or point that I like from Adlerian theory, is that the teacher should consider the intended goals of a behavior rather than focusing on the "misbehavior" itself. Adler also show's the effectiveness of delivering an I message, and listening actively to figure out who owns the problem. This in turn, lets the child internalize the issue, and shows your expectations when a child successfully owns a problem. Another theorist, who shows/expresses ways of problem ownership, is Rogerian theory/psychology. Here, Carl Rodgers show's the process of

children constructing their own knowledge, through creating a statement where a situation or mishap is there problem. He teaches and guides teachers and child care professionals, to completely remove themselves from the equation, and out of the problem. Lead the child, and do not simply answer or diffuse a problem for them. I align with this as you must guide, support, redirect, and distract. Both theorists touch on the use an I message, and even open-ended questions.

Although we see many different theorist's and belief's over the years, I find it important to consider and be open to all. Further on in my philosophy I'll tie back some of my teaching strategies, to these theorists and what they've shown/taught me throughout my coursework and experience over the years. We can see the efficiency and positive outcomes of all the theorists throughout research, classroom experience and observations. This is why I find it so important to consider all of them in the classroom. All of these theories, bring up and touch up different aspects the physical, intellectual, emotional, or social development of a child and therefore teach us positive strategies to better guide them. This leads into my personal teaching and learning strategies for and with children. We tend more often now-a-days to witness High Scope curriculum models throughout. However, I really connect with and like the Reggio Emilia pace and classroom environment. Here, you tend to see more project based work, and projects are documented/displayed throughout art work around the class. It's a comfortable environment, where the child and teacher can learn side by side. They merge nature into child's play, and the whole community supplements the teachers. I like this because it's considered a happy place; where kids are allowed to be a kid.

In my classroom, I want to greet each child and family as they arrive and enter the classroom. Creating a stronger bond and attachment with them, also being open to and aware of

the cultural and family differences that may arise/come into play. I really like the idea of children coming into the classroom and discussing the rules, roles, and boundaries of the classroom with the parent before leaving. This makes the child internalize what's expected of them throughout the day, to create a safe and positive learning/play environment. Above, we also see throughout the theorists present many strategies and teaching tips to consider. Such as, delivering I messages, asking open-ended questions, problem ownership, and we can see the importance of different developmental stages and experiences.

Creating an environment that has good flow, and adequate resources and centers is majorly important to child development in your classroom. I would set up different centers, to include fine motor, gross motor, dramatic play, and creative arts all included. As well as having a reading center, with adequate space and exclusive to all the cultures. Having a reading center set up, with comfortable spaces and adequate resources/books, is highly important we see to Language and Literacy. I want to create an open and fun environment where the children and myself can learn and play side by side, and where the children feel comfortable and are able to open up/trust me. Creating this positive attachment is also highly important to me. I highly enjoy the children partaking in realistic play, where they can use a kitchen center, baby doll, or home resources to learn amongst one another. I want to create an environment in which children can positive learn and grow throughout play, to develop self-control and self-esteem and positive relationships throughout.

Interning recently at Temple Emanu-El, I was able to see the Reggio approach in full affect. This center makes sure to let the children guide the activity or interaction, rather than a teacher instructing or giving direction. The children are able to facilitate what they would like to do with whatever materials or resources are displayed. This leaves a lot of room for creativity

within the classroom. Whether it be an art project or simple open-play, you'll see different materials and resources being used in different ways. Children are then able to grow and positively develop in all developmental domains. I would like to take this experience and knowledge into my future classroom. Making sure to have multiple open-ended materials, to let children approach and interact amongst one another with little to no guidance from myself.

I personally want to be responsive and warm with the children in the classroom, creating more of an authoritative teaching style. We learn that this is where caregivers possess qualities that help children develop equally positive qualities. I fully support, and want this understanding/environment or impact in my classroom. I want to model good behaviors, and appropriate behaviors, for children to be able to see and internalize. Whether these behaviors be within the classroom with teachers and children, or outside of the classroom with peers. It's important to keep in mind the basic processes of influencing children. Modeling, Instruction and practice, feedback, physical environment, expectations, and change. I also want to keep in mind that second chances, allow for change/modification. We learn it's important to be open to differences and different outcomes or uniqueness, as this is creative expression and a way or form of children's learning and expression. It's important throughout all of this, and throughout all of your day, to be observing each child and their individual needs. It's also important to have assessment's in place to see where and how a child is developing on the development range/skill level. In a young childhood atmosphere, I encourage the minor use of technology, however not an excessive or majority use. Things such as drawing tablets, or dancing/movement and learning videos, are things that can be positively put into play and action in the classroom during supervised and limited time. I would encourage creative arts, as this is a perfect way for children

to learn and express themselves in a unique way. I would also like to keep the communication open and the classroom community together as a whole.

With all of the positive teaching strategies and learning opportunities and experiences created for children that I've learned about throughout my years of experience and coursework, I plan to have the best positive development outcome on each child I can, and that I come in contact with. I want to be able to shape the young minds, and hearts of our future. I want to give them the warmth and happiness and positive opportunities, that each and every one of our youth deserve. I like to keep in mind as well, that what we teach and give to our young children, is what they will then take and teach to the future generations. Children, are literally our future. Our future doctors, presidents, teachers, business men, or whatever their hearts desire. It's simply our role, to give them the best chances/opportunities and experiences early on to be able to get them there. I plan to stand behind and with the children, to make sure that they're given the fair and just chance, just as anyone else. I will stay knowledgeable on new research and government programs/implementations that have to do with our children. Our children need to a voice too!