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### Teaching Beliefs Statements

A classroom should be created for healthy development in all domains, so I will intentionally plan the classroom environment following my observations and documentation of each child and the classroom in general, providing them with materials to inspire learning, discovery, creativity, and problem-solving. The classroom should have enough materials to support their healthy process of gross and fine motor skills, social, emotional, language, and cognitive development. Reggio states, “The teacher is considered a co-learner and collaborator with the child.” I agree because, in the same way, students learn from teachers; teachers learn from students by asking them questions, observing, and taking notes for further understanding. Taking children to the outside area is an excellent idea because they learn through experiences of touching, moving, listening, seeing, and hearing. The environment plays an essential role in a child's success, and they should have the opportunity to explore beyond a chair.

Being attentive is the most important goal for a healthy brain. I will create a safe environment where children can explore their surroundings by letting their curiosity flow. I will work on the baby's memory by talking about things that have happened during the day. I will use expressive language to describe the child's feelings and actions. The curriculum in infant classrooms should be based on the 3 R's respect, reciprocity, and responsiveness. Practices that support infant curriculum are safety, supervision, attachment, and a family-like environment. Children should be cared for in a safe and secure environment that actively promotes children's

well-being while supporting home cultures and language. It is essential to follow an infant's lead because while I observe the children, I can identify their interests and their likes and dislikes.

Family engagement should be reciprocal; I would love to receive information about each child, comments, ideas, and feedback as I will do. Family engagement should be participatory; families can contribute to the program and their child's development. When the parents can participate in the program or with other parents, they feel motivated and even more so when their participation is appreciated. I will encourage families to spend time in the program and share their family experiences. I will respect each family's different cultures, rituals, beliefs, and customs; also diverse families, such as foster families, blended families, same-sex families, etc. I will have a welcoming environment where family culture is a feature in the daily life of the program; this will make families feel included in their children's development and will lead to a trusting relationship with the service.

Children go through a process called pruning, just like you would prune a tree and cut off the dead branches that you no longer use; our brain does that; naturally, it cuts off things that maybe we've learned, but then we don't use. Learning is a constant process, and, as a teacher, I will use all possible strategies to support the children's learning process. What struck me during the ECE class is the ways to support children's learning and development. All children are unique and should have a stimulating educational environment where they can grow physically, mentally, and emotionally.