## **Teaching Beliefs Paper**

## ~3 pages, typewritten, double spaced, 12 pt font, standard 1" margins, cite in APA format

As an early childhood professional working with infants, it is important to identify and articulate your beliefs about working with infants and families. These beliefs will influence your behavior and actions as a teacher. Our beliefs about working with infants and families evolve over time; our prior experiences, culture, education, fieldwork placements, mentors, and work environments impact our beliefs. Reflecting on and documenting your beliefs helps to articulate the rationale for your actions, which infant teachers must do often. We are called to explain the reasoning behind out behavior. as we advocate for babies, families, and our profession. Consequently, the paper should contain the following four parts:

- Part 1: Introduction
- Part 2: Your Beliefs about Infant Education
- Part 3: Connections to Class
- Part 4: Conclusion
- 1. Introduction
  - a. In an opening paragraph, introduce yourself.
    - i. Describe why you want to work with infants-toddlers and families.
    - ii. Explain what qualities & skills you possess that will enable you to develop strong, healthy, positive relationships with babies, families ad colleagues.
- 2. Your Beliefs about Infant Education and Connections to Class
  - a. Explain your beliefs about infant education and how you envision the following concepts will be implemented in the classroom:
    - i. Infant Curriculum
      - 1. Relationship-based practices (the 3 R's):
        - a. Respect
        - b. Reciprocity
        - c. Responsiveness
        - d. Attachment
      - 2. Family-Like Environment
      - 3. Individualized Routines
      - 4. Following an Infant's Lead
    - ii. Engaging & Partnering with Families
    - iii. Incorporating a baby's heritage culture in the classroom
    - iv. Supporting each baby's development in every developmental domain
    - v. Provide specific examples that demonstrate each concept in an actual infant classroom
- 3. Connection
  - a. Meaningfully explain how your beliefs about infant education connect to:
    - i. 3 specific examples that link your philosophy to what we learned/ did in class ii. 4 readings
      - 1. At least 2 assigned course readings from ECE 209-Lecture/Seminar
      - 2. 2 additional articles from the BMCC library education databases focused on relationship-based practices, infant curriculum, or working with infants and families.
      - 3. Embed the readings into your paper as you discuss the topics
- 4. Conclusion
  - a. Conclude with a paragraph that explains:
    - i. What has struck you as you participated in ECE 209?
    - ii. What has been the most meaningful material you have learned in ECE 209?
    - iii. What questions about working with babies and families do you still have?
    - iv. What are your career plans after you finish your degree at BMCC?

Assessment Rubric (1 point – must meet *Learner* in all tasks):

TASKS	COMPETENT	LEARNER	NOVICE
INTRODUCTION	The paper introduction included	The introduction	The introduction
	background info, & why you	background info, & why	included background
	want to work with infants-	you want to work with	info, & why you want to
	toddlers using many rich, vivid	infants-toddlers using rich,	work with infants-
	details & well-developed	vivid details.	toddlers.
INFANT	specific examples.	The perer therewohly	The peper evolution
CURRICULUM	The paper substantively articulated your beliefs about	The paper thoroughly articulated your beliefs	The paper explained your beliefs about infant
	infant curriculum (relationship-	about infant curriculum	curriculum (relationship-
	based practices, individualized	(relationship-based	based practices,
	routines, following a baby's	practices, individualized	individualized routines,
	lead, & family-like setting) using	routines, following a baby's	following a baby's lead,
	many rich, vivid details & well-	lead, & family-like setting)	& family-like setting)
	developed specific examples.	using rich, vivid details.	
ENGAGING &	The paper substantively	The paper thoroughly	The paper explained
PARTNERING WITH	articulated your beliefs about	articulated your beliefs	your beliefs about how
FAMILIES	how to engage & partner with	about how to engage &	to engage & partner with families
	families using many rich, vivid details & well-developed	partner with families using rich, vivid details.	lamines
	specific examples.	nen, www.details.	
INCORPORATING	The paper substantively	The paper thoroughly	The paper explained
A BABY'S	articulated your beliefs about	articulated your beliefs	your beliefs about
HERITAGE	infant curriculum, supporting	about incorporating a	incorporating a baby's
CULTURE	each incorporating a baby's	baby's heritage culture into	heritage culture into an
	heritage culture into an infant	an infant classroom using	infant classroom
	classroom using many rich,	rich, vivid details.	
	vivid details & well-developed		
SUPPORTING	specific examples. The paper substantively	The paper thoroughly	The paper explained
DEVELOPMENT	articulated your beliefs about	articulated your beliefs	your beliefs about how
	how to support each child's	about how to support each	to support each child's
	development using many rich,	child's development using	development
	vivid details & well-developed	rich, vivid details.	
	specific examples.		
USE OF SOURCES	The paper integrated 4+ (2+	The paper integrated 4 (2	The paper contained 4
	assigned course readings & 2+	assigned course readings	or fewer sources
	researched from the BMCC	& 2 researched from the	
	library database) sources by comparing the sources to your	BMCC library database) sources by comparing the	
	philosophy meaningfully using	sources to your philosophy	
	many rich, vivid, details & well-	meaningfully using rich,	
	developed specific examples	vivid details	
CONNECTIONS	The paper substantively	The paper thoroughly	The paper described
TO CLASS	described how your beliefs	described how your beliefs	how your beliefs about
	about of infant education	about infant education	infant education
	connected to class using 3+	connected to class using 3	connected to class &/or
	specific, meaningful links supported by many rich, vivid,	specific, meaningful links supported by rich, vivid	used 3 or fewer links
	details & well-developed	details	
	examples	Gotano	
CONCLUSION	The conclusion substantively	The conclusion thoroughly	The conclusion
	described what struck you,	described what struck you,	described what struck
	meaningful material you	meaningful material you	you, meaningful material
	learned, questions you have, &	learned, questions you	you learned, questions

	your career goals using rich vivid details & well-developed specific examples	have, & your career goals using rich, vivid details	you have, & your career goals
CLARITY	The paper coherent, clear, & organized, filled with rich, vivid supporting details & clearly had been edited.	The paper coherent, clear, & organized, filled with rich, vivid supporting details.	The paper was vague, disjointed, hard to understand in places with few details.