

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