

On the site visit , there were two teachers present in the classroom. One teacher was sitting in a rocking chair with a child sitting on her lap and her hands around the child. This teacher was wearing Khaki pants with a light blue long sleeve shirt. The second teacher was very tall and slim, she had on a green sweater with a black shirt with khaki pants. She has blonde hair. She seems very nice and caring by the way she speaks to the children. There were about five (5) infants inside of the room. i would say that the ages varied between 8 months-1 years of age. There were 2 girls and 3 boys in the classroom.

The way the room is set up, when you walk through the door and look to your left against the wall there is a small wooden table, with a blue mat on the floor with lily pads on it, and there is a toy house that has a blue mailbox and a yellow door. On the right side of the wall there is a brown rocking chair with a small wooden table beside it and on top of the table there's a green cloth and on the shelves there are small toys in them and right across from that there's a changing area. In the middle of the room there is another brown rocking chair and if the back of the room to the left of the room there are two 4-In-1 Twist & Fold Activity Gym & Play Mat. There are small toys scattered on the floor such as rattles, toy cars, different color plastic balls, and a colorful crawl tunnel.

Three infants were engaged in playing with the crawl tunnel, the teacher that had on the green sweater, black shirt and khaki pants opened the crawl tunnel and let the

infants take turns crawling into it. She then rolled a ball into the crawl tunnel and told one of the infants to come get the ball and the infant crawled into the tunnel and picked up the ball and sat in the crawl space for a couple seconds then crawled out the tunnel towards her. For the other two infants one was sitting on the other teacher's lap who was wearing the blue long sleeve shirt and khaki pants was rocking in the rocking chair and the other infant was in a corner playing by herself with the playhouse.

This routine took place in the feeding area in the room which is separate from the play room. The routine that I observe was “play” whereas the teacher with the green sweater and khaki pants put one of the infants into the high chair and attaching the feeding table and she poured a little bit of water inside of it and then she made little splashes with the water by tapping on it and the infants followed. The teacher then put a suction toy in the water and started to lift it up and it made a funny noise and she asked the infant if he could lift it up and to his hand and picked it up. The infant proceeded playing with the suction toy by pushing and pressing down on it while the teacher put another infant inside of the other high chair and did the same thing that she did with the first infant by adding water in the tray and added a suction toy to it. This infant did take the suction toy that had water on it and put it in his mouth like he was eating but I guess it was soothing him because he was a little fussy and he kept dipping it inside the water and putting it in his mouth. The infants seem to be enjoying themselves with this activity, they seem very much engaged and interested in what was taking place.

The way the teachers interacted with the infants were very good, they were calm, patient, engaging, playful, loving, caring, asking questions, etc. because one of the teachers (the one with the green sweater) was very playful, engaging, patient,

respectful, etc, towards the children that was in her care and around her. She didn't force any of the children to do something that they didn't want to do. She asked them "if" they wanted to do something or play with a toy. she spoke to them in a soft calm tone that was inviting to them. for example, when the little girl was in the corner by herself playing with the Twist & Fold Activity Gym & Play Mat, she asked the infant if she wanted to come over and joined them and waited for her to respond instead of just going over there picking her up and bring her over by the other infants.

I feel like the babies interacted with each other beautifully meaning that they played well together. they shared the toy cars and took turns going inside of the crawl tunnel. I think that the adults work well together in the room, you can see that they have respect for one another, they are very professional, and they help each other with the infants. For example when the teacher in the green sweater was holding the infant with the black shirt and gray sweatpants was crying/fussing the other teacher told her that the infant is transitioning and in order for that to happen she suggested that she give him his pacifier to soothe him in the meantime. According to Amy C. Baker and Lynn A. Manfredi/Petitt, they said that life for young children is shaped by relationships and this allows infants to develop a sense of who they are, what's important in the world, and how much influence they bring to relationships with other people. In order for children to develop a healthy sense of self they must be cared for by adults who take the time to understand their cues in order to sustain a stable and positive relationship. Relationships form attachments and infants want to feel secure, loved and having a trusting relationship with their caregivers.(Baker and Manfredi/Petitt, 2004, pg. 7&8). This reading connects to the observation because the infants and teachers had a relationship with each other to the point that the infants feel very comfortable, secure, loved, and cared for by the

teachers. This helps the infants create a bond and trust with those who they are taking care of them.

When it comes to my infant case study with Athena and how the family describe themselves as individualists I feel like the program does support individualism. I think that the program would impact the baby/family in a good way because Athena would be able to learn more and form other attachments and she will be able to explore on her own without the teachers hovering over her consistently. The family follows Athena natural rhythms and i think that the program follows the baby's natural rhythms by asking them if they are ready to eat, they don't force the child to eat when he/she is not hungry. Athena temperament is flexible/ easy going, I feel like it fits well with the program because the teachers would have a hard time with her and they will be able to teach and build a relationship with her very easily. Athena's family speaks both english and spanish and it will fit in the program because it will bring some sort of diversity to the program.

The teacher demonstrates respect for the babies by talking to them in a respectful manner, asking for their permission to pick them up, hold them, etc. In the observation, the teacher asked questions such as " would you like to join us" or "would you like to be picked up" and more. Even when the infants are playing with the toys she asks them if they wanted the toy car or the balls that were on the floor. The teachers demonstrate responsiveness toward the babies by waiting for their response. For example, when the teachers ask the little girl who was playing by herself in the back corner of the room if she wanted to join them when they were all playing the teacher waiting for her response by nodding her head and crawling over to where they were. The teacher gave the infant options whether or not she wanted to join them. The reciprocity that I observed between the teacher and baby is when the teacher was in the kitchen area with the infants and one of the infants was in the high chair already and the other infants wanted to also be in the high chair. The teacher asked if he wanted to go in the high

chair and if he wanted to be picked up and she waited for his response by stretching out his hands to her as an acceptance to pick him up. the infant knew that he could trust her.

According to the reading, "The 3 Rs: Gateway to Infants and Toddler Learning"

The 3 Rs stand for Respect, Response and relationship. When it comes to respect adults treat the young child in ways similar to how they would like to be treated by others. when treated with respect, they are treated as human beings not as objects. Teacher and child work together as a team. Response requires teachers to observe and know the children in their care. They watch for cues given by the infants and toddlers, read their body language, know their temperament traits, and respond to their needs. Relationship is defined as forming a connection or kinship. Response, respectful teachers form positive connections with each other or toddlers. the child trusts the teacher to provide for needs such as nourishment and personal attention (Cheshire, 2007). This connects to the observation because of the interactions between the teachers and the infants. The teacher treated the infant as humans and not as objects, the teachers ask the infants if they can pick them up or if they want to do something. Plus, in the observation you see the teachers and infants have a trusting relationship and a bond with each other.

What made the classroom feel like home is the atmosphere that is present and to see the respect that the staff have for each other is good. Also how the room is set up makes it feel like a home-space. There's different areas where the infants can play, can sleep, feeding area and a changing area. The teacher differentiates routines for play for each child by giving the options. For example, some of the infants took part in the tunnel activity while others played with different toys. You could see that most of the infants are individualist and they like to somewhat have time to themselves while others are collectivist and like to play with others.

I learned that you must create an environment that infants feel safe and secure in. I also learned that infant teachers should always have respect for the infant and that it's good to speak to them in ways that they understand and respond to you. building trust and having a bond with

the infants are very important as well. As an Early Childhood professional you must use the 3 Rs when it comes to both infants and their families. This connects to what we learned in ECE 209 because building relationships with both infants and families are important. Knowing their cultural backgrounds help you as a teacher understand the family more and use what you learn from the families in your classroom environment. Making your classroom feel like home for the children is very important as well so that they would feel secure and comfortable in that environment when their families aren't around and so forth. The things that struck me from this site visit is how amazing the teachers and infants interact with each other and the love and care that is provided for these infants. I love the fact that the teachers did not force the infants to do something that they don't want to do and they were given options.

Yes, I can see myself working as another teacher in the classroom that I visited because of the environment and the atmosphere. Based on the interactions with the infants and the response that they give to the teachers is just amazing to see. This observation will help me become a better infant/toddler teacher because seeing how the teacher interacts with each other and with the infants and being able to make a difference in these infants lives at a very young age will be a pleasure when working with them.

References

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