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Description of Program

As I watched the virtual classroom I saw on my right a short wooden bookshelf with two shelves in it and a green sheet on it. The toys were on the bottom, which to me were there because there are infants that are not that mobile. So this eye level and easy to reach. Behind it was a wooden chair that sat in front of the sink with a soap dispenser on the wall. Under the sink were three blue doors with pictures of some of the children and red handles on them. Looking past the sink sat a tall garbage can, I assume it's tall so the children won't go in there was another bookshelf with five cubes in it. A Fisher-price color ring toy sat on top. This toy is sometimes used for infants who are teething or learning to hold things. It can also be used for toddlers learning how to stack objects on top of each other. To the back of the classroom was a rocking chair where a woman sat rocking and cuddling the baby, and behind it was a door that seemed to have led to another classroom. In the back left corner was a small area that had a grey swing set and two activities that can be used for infants to do tummy time or play on the back. There were two windows in that corner, one that looked outside and one that looked to the other room. On the

wall to the front left of the room had a picture of a window and flower pots that sat outside of it with some of the children's pictures on the colorful flowers. Under that was a yellow and white children's activity center that seemed to imitate a house. There was a door on the left that led to another room. That room had a high chair in there and a painting of a white gate and green grass. In the middle of the floor were lots of age-appropriate toys for the children to play with. Also, there was a large green, yellow, red, and blue tunnel that the children were playing with. I observed a woman with blonde hair wearing a green sweater over a black shirt. She had khaki pants and dark shoes sitting in the middle of the floor playing with the children. She had an easy temperament. She adapted to each child's needs and wants. She showed wonderful multitasking skills as she played with the baby in the tunnel while holding the infant child and still able to observe the little girl in the back of the room. She spoke such clear speaking language so each child she spoke to understood what she said. She did child-led play when she mimicked the boy pushing the car back and forth. She followed what he did, to me that shows the boy that he was doing it right. She was very attentive to the baby with the navy shirt. She assured him that she's there. While doing that she gave attention to the other children. Which to me showed the children that they still have her attention. Even though the girl with the white shirt was playing alone she still tried to include her in the tunnel activity. I also observed the teacher preparing the children for mealtime. She explained everything she was going to do to the children before and as she was doing it. She explained to the little boy that she was going to pick him up and put him in the chair, then strap him in, then put his bib on. She showed the toddler respect but announcing her moves. This to me will set a routine for the child. Each time she says ok I'm going to put you in the high chair, the children will know what's next.

There were about 6 children in this classroom. There was a boy with fair skin blonde hair wearing a white shirt with a black shirt with Batman on the front on top, grey pants, and grey shoes. As I watched him, he seemed to have an easy temperament attitude. He got along with others. When the baby took the ball he was playing with, he didn't get upset, he just moved on to something else. He has great balance when he used his gross motor skills to hold the ball with one hand and stand up with the support of the wall with the other. I saw him walking around holding the ball with two hands. He seemed to have a great relationship with the teacher. He played with her he sat with her as he played with a toy. He was even excited when she congratulated him for picking the mouse again. A girl with fair skin brown hair wearing a brown shirt, blue pants with white print in front, brown shoes. She was more of the slow-to-warm-up temperament. She wasn't playful with the other children. She wasn't too mobile and did things only with support. A girl with fair skin dark hair wearing a pink shirt and pink jumper. A girl with fair skin dark hair wearing a white shirt and pink pants. Her temperament was slow-to-warm-up because she stood off to the side. She played by herself as well. She also showed avoidant attachment because she shows no interest in seeking attention. When the teacher tries to invite her to play she avoided her. She went back to playing alone. A boy with fair skin brown hair wearing a navy blue shirt, grey pants. He had the slow-to-warm-up and the difficult temperament. He showed this because he would hold on to the teacher until he felt comfortable playing in the tent. Then if the teacher gave attention to the other children he got a little upset and started crying. He also didn't adjust to change, as when it was meantime to give a fuss to sit in the chair. He needs lots of attention, which means he has a secure attachment. He finds safety with the teacher as he looks for to hold him and comfort him. A boy with fair skin dark hair

wearing a yellow shirt with print on front, black pants, blue socks. He had a slow-to-warm-up temperament. He just sits there to himself. The other staff seemed to all work well together. To me, it seemed as though they tried to stay on the same schedule, like when one of the other teachers asked the blonde hair teacher if she changed the baby. Or when the baby was fussy the other woman explained to the blonde hair lady what to do to keep him calm. If the woman didn't say anything, to me blonde hair lady wouldn't have known. In this program, I saw that they had space for different times. Such as, the area I saw, in the beginning, was the play area then the next room I saw was what to me appeared to be the eating area. I say this because there were high chairs and food-like products on the counter and a sink. Having a divided space to me can allow children to know the difference between mealtime and playtime.

This program would not be a great place for the child I observed. She is 5 years old and would have aged out of this program. This program is made for infants and toddlers ages birth to 2 years of age. The observed child is at an age where she is running, jumping, and talking. She's in kindergarten learning how to read and write. Putting her in a setting like this will cause a development setback. She may adapt to her surroundings as she has an easy-to-adapt temperament. This would be a major adjustment for her family, so much so that I think they would pass on this program.

After watching this video I have learned how to look for the smallest detail. You can watch a video a lot of times but it's always something you miss when you watch it from a different angle. I learned that it's ok to let the children explore as long as you can handle multitasking. Being able to play with some children and watch others at the same time takes a lot of skills. Taking ECE209L helped me in looking for the three R's, Respect, Responsiveness, and Reciprocity. That class broke

down the mean of those words in another way that I think of observing children with a different eye. I can see myself as a wonderful teacher because I know how to observe each child and give them the love and attention they need want and desire. My center will be a center that welcomes families from all cultural backgrounds. I will also have the tools to support multicultural families. My center will have the tools to accepts all types of families.