

Su Huang

Prof. Shapiro

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ECE 211

Reflection Response Papers

According to the article “Nurturing Creativity: An Essential Mindset for Young Children’s Learning” by Rebecca Isbell and Sonia Akiko Yoshizawa, There is no doubt that an appropriate interest curriculum is very important for children because it can affect them later in life. However, providing a safe environment with various materials is also very essential to support children’s learning that cognitive, physical, social and emotional developments. My environment fosters children’s creativity, expression, and the arts by providing a safe environment without any risks, encouraging divergent thinking, and accepts open-ended, unusual, and unfamiliar ideas with. Meanwhile, depending on children's diversities needs and focusing on training and professional development on how to provide a quality appropriate education that focuses on creativity.

Children naturally love to explore, to learn, and to communicate with the world. So that, I would provide students with various safe materials with opportunities for divergent learning. For example, three open-ended materials that I would have in three of my classroom learning centers, such as play-doh, the tools of dramatic pretending plays, and blocks. First of all, through play-doh, children can create and understand different shapes, children would practice what they know through pretending games, and the blocks give them unlimited space to think, to discover something they really want, something they are unfamiliar with. There is no doubt that open-ended materials can provide children with many benefits later in their lives that having their own abilities to solve problems, discover something new, giving them unlimited possibilities.

Moreover, in order to support young children's development across various cognitive, language, literacy, physical, social and emotional, the centers I have chosen must be interesting for children within enrich materials. I set up a dramatic pretend play area with prop, books and various tools for students to express their ideas, to communicate with others and improvise while developing their creative thinking. A library center with various books and a listening area for students to learn, to practice the things they heard from daily life. A literacy center next to the library includes art, writing and math manipulative that various materials within provide opportunities to children to paint, to draw, to count and to write.

Additionally, I also set up a sensory center and a music center together next to the science center for providing students have a natural interest in sound, which is encouraging them to experience music in their early ages. A science center is left side of meeting space for my students to discover and understand the tools how adults use to measure the size, weight, and shapes as a result that get connected with the real world. A block center I set up between the meeting space and the dramatic center for all students, and the blocks can offer students a chance to express themselves and encourage them to create their own designs, meanwhile, inspiring their cognitive and creative ideas. I putted low bookcases between to each centers for students to get materials easily. Therefore, the classroom environment I have designed in a way that reflects developmentally and culturally appropriate practice that contribute significant benefits to students' overall development, serves their emotional, intellectual, social, and creative needs (Kelly & Sutton-Smith 1987; Nafme 2016; Rauscher et al. 1997).

Reference:

“Nurturing Creativity: An Essential Mindset for Young Children’s Learning” by
Rebecca Isbell and Sonia Akiko Yoshizawa (Naeyc)