

Tamia Cabrera

Professor Jen Longley

ECE 209

Dec.1, 2020

Teaching Beliefs Statement

My name is Tamia Cabrera, Born on the day of June 10th 2001. I come from hispanic and jamican culture. In total I have two siblings, seeing as I am 19 and the oldest out of my siblings. I have to be that heroic figure for them. My sister is 14 years old and my brother is only 4. All my life I have been taking care of children that were younger than me, I couldn't deny that it was a lot seeing I was young and didn't even know a lot of infants/children and their needs, but this just sparked me to learn more. I watched my mother and my aunts take care of the infants and see the process they took from the morning to night. Soon, I started realizing that my mother and aunt took care of their infants differently, and I knew that it was more to learn about children and their needs. I want to work with infants/toddlers and families because it helps you understand infant and toddler development, in addition to the values, beliefs, and expectations of young children and families. Also being that second support in their life where they feel safe and trust you in their education is a plus.

Being able to implement the 3 R's in a classroom is beneficial for not only the infant, but the teacher and families. Having and giving respect to infants/toddlers will give them a sense that they are just more important than adults. Whenever there is a coo or a distressed noise answer and address it with respect. Don't groan or roll your eyes, show a simple smile and assure the infant/toddler that everything is ok and you're there to help them. Having a reciprocity between

the teacher, infant/toddler, and families will ensure that they trust you and you trust them.

Creating a bond is very important because it entails that the infant/toddler is comfortable enough around you where they won't hesitate to approach you, trust the environment, feeding them, and playing in their circle. At birth infants are dependent on adults to take care of their needs, there is no difference in class. If it's coos, babbles, crys, screams, or laughter infants should be engaged to see what their needs are. Feeding, changing, or if it's nap time for an infant that's crying or witnessing a happy laughter from an activity, it is always good to interact with these infants. According to Responsive Caregiving (2016) being able to respond to these cues of an infant it secures a sense of comfortability and trust in caregivers. Incorporating a family-like environment will provide comfort for the infant/toddler and it would show to be a second home for the child where they would be cared for and incorporated in play activities in the room.

Infants/Toddlers grow their first attachment with their parents and families. Having their family engage with them in an environment that they are in everyday discovering new activities and developments would further enhance their development. You can engage with families by message, email, or call. Having a day where families could come in and examine the infant/toddlers art work or how they interact with the stationary toys around them or even their peers. Teachers need to understand that not every family would be able to attend and acknowledge that many families are busy. According to Halgunseth (2009) these families may not be able to attend because of the differences in culture and language, but knowing this teachers can contact their families to keep them updated on their child. Partnering with families would also help them engage with their infant/toddlers in classrooms. A meeting with families on a platform where there can be ideas and thoughts on what should be an activity with their

child or anything that they are concerned about. It would create trust and a bond between the teacher and families.

I believe that to be able to become a teacher for infant/toddlers you need to understand the importance of diversity and culture. Understanding that not every child will be cared for the way you would care for a child or have seen a child cared for. Becoming comfortable with infants/toddlers in embracing their culture like what they wear and what they are fed. Engaging in activities that would incorporate every different culture and language will not only make the infant feel safe and comfortable, but help ease the stress from the families who are worried about being culturally different than others. According to Im, Parlakian, & Sanchez (2007) in order to acknowledge these changes teachers need to reflect on their own cultural beliefs in how they teach and care for their infants/toddlers and accept that there are families from diverse cultural and diverse backgrounds.

As a soon to be teacher I believe that I have a set routine in curriculum where everyday is a different developmental lesson for infants/toddlers. For example, on Monday it will be all about sensory activities; touching foam, playing sand, or even touching squishable toys. Tuesday can be about cognitive development; giving them picture books or putting toys around the room to encourage movement. Wednesday can be about language development; reading books or singing songs. Thursday can be about the physical development of infants/toddlers; having an obstacle course or having toys placed on shelves where they are able to reach and grab objects themselves.

What I specifically hope to learn during my fieldwork placement is cultures/beliefs and how that can or cannot benefit children and their development. What I'm looking forward to is learning about some many infants and their backgrounds. Learning about child development

based on cultures that aren't similar to the way I've been raised will provide information on how different infants are being raised. The strengths that I bring is that I am patient and understanding, if a parent is late it is fine, but I am understanding seeing as it could be the cause of a job or family related issues that could be solved with a conversation. Having patience is an important factor for this field, taking your time with the infants and understanding their needs and wants. The concerns and fears I have for this field work is working with families that don't care about their infant's development, having families that don't want to attend family activities nor replies to the messages of how the infants are doing.

My career plans after BMCC is to work as a teacher assistant and gradually work my way up to become my own teacher. What I hope to be doing in 5 years is having my own classroom and my own set of children whom I will help throughout their school years. The steps I would have to take to reach my goal is training as a teacher and observing the steps a teacher would take in their own classroom and implementing that into my own knowledge and using that for my own future class.