# Reflections

Educator: Samantha Date: 9/09/17
Room: Preschool Daily: Weekly: Fortnightly: Monthly:

#### Collect Information - Think About Aspects Of Practice

Describe what is happening. Why? How?

The educators working in a long day care setting were concerns about a few of the newly enrolled preschoolers whose families have recently arrived as refugees from Pakistan. Both parents and children are finding morning separation very difficult. The children are refusing to eat during meal times, not engaged with experiences on offer throughout the day and do not settle well during rest time.

#### Question/Analyse - Challenge Expectations and Analyse Current Practices

What can be improved? What is the significance? How do you feel about it?

None of the educators had any experience working with refugee children and families. Some educators thought the children will settle over the coming weeks once they get use to coming to the centre and when they start forming relationships with other children and room educators. Most educators were also not familiar with Pakistani culture, beliefs and traditions. While discussing strategies one educator mentioned "In the past our transition and orientation procedures have worked well for all of us including the children and families, now it's not working and I don't think waiting until they get use to us is the answer".

#### Plan - Decide Whether Change Is Necessary

How might things be done differently? What changes will you make? Strategies?

Additional educators to be placed on the morning roster to welcome and assist children to settle in Facilitate an interpreter to discuss transition concerns with the families

Offer meals that are familiar to the children – as parents for meal suggestions which can be prepared or

served to the children
Adapt familiar sleeping practices with those from home within the centre

Extend and enhance educator's knowledge on refugees, their experiences, impact on children and families

#### Act/Do - Take Action As A Result Of Reflecting, Questioning and Analysing

What happened? How did it happen? Did you achieve your objective?

The strategies put in place had positive effects on both children and families. The settling in process has become a lot easier since having an extra educator available for support. The translator has been extremely helpful in developing open communication between educators and families and enabling parents to voice their concerns. Meal times and rest periods have also had positive outcomes as we adapt familiarity between the centre and home.

# Reflect/Review

How could you use these insights? What else do you need to know?

The educators within the centre will continue with their long term goals and progressively make changes to practices and policies (if required) as they develop their understandings from both internal and external influences.

# **Reflective Journal Example Early Childhood**

**Geraldine Davis, Gemma Ryder** 

#### **Reflective Journal Example Early Childhood:**

Reflection and Reflective Spaces in the Early Years Annie Pendrey, 2023-06-20 Reflection and Reflective Spaces in the Early Years will support readers in developing their own reflective practice and creating reflective environments for the young children and families they work with Combining case studies and reflective tasks to compliment a range of theories concepts and alternative approaches to reflection this book shows how the reflective process can help practitioners adapt to rapid changes in the sector and improve professional practice Drawing on action research alongside the use of Japanese words and concepts such as Ikigai exploring your reason for being Hansei the art of honest self reflection and Wabi Sabi reflecting upon your perfectly imperfect self chapters are full of practical guidance activities and guestions to prompt reflective thinking covering such topics as Reflection and Reflective Theory The Art of Self Reflection The Reflective Underground Creating Reflective Spaces in the Early Years The Rainbow Researcher Framework How to create reflective spaces in Early Years Exploring Creative Methods of Reflection This book will be invaluable reading for early years practitioners tutors and early years students on level 3 courses and Foundation Degrees but also for anyone interested in reflection or starting an academic or professional journey where you are required to reflect upon your practice Years Teacher's Book Leonie Abrahamson, 2015-02-10 If you are an Early Years Teacher Trainee this book is written for you It will help you to successfully achieve your Early Years Teacher Status and practice with confidence This book guides you through what you need to know about Early Years Teacher Status step by step It explains how you can work to meet each of the Standards and assessment requirements The author addresses trainees common concerns about early years practice study skills and meeting EYTS requirements as well as giving many examples of the strategies that trainees found most helpful The chapters explore each aspect of every Standard and indicator with notes on theory practical tips case studies activities and suggestions for further reading This book helps you to understand all aspects of each Standard and indicator link your practice to the Standards understand the assessment requirements and how to strengthen your evidence plan and track your evidence complete your written assignments and create your portfolio with confidence develop the skills needed to take on a leadership role This book also provides support for the mentor mentee relationship and includes guidance for mentors teaching activities for tutors and support for assessors This book is a valuable resource for all those involved in EYTS and will be useful for EYTS trainees their mentors their placement tutors course lecturers EYTS assessors Leading in Early Childhood Geraldine Davis, Gemma Ryder, 2016-08-08 Leadership in the early years is about using your knowledge skills personality and experience to positively influence practice Every practitioner has the capacity to lead and in doing so improve opportunities for children and their families Examining the various roles of early years practitioners and the everyday challenges and opportunities they face this book promotes leadership of early childhood practice by considering the following Who the leaders are and what skills they require The variety of ways a practitioner can lead within a setting Key

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underpinning practice at the different stages are often the same or similar To be fully effective professionals need to understand and reflect on both children's experiences before and after the stage they are currently working in and the historical and current ideas and practice The current drive is to equip professionals working with young children with higher level understandings and skills and this involves consideration of the key historical and current theories and the development of the conceptual and philosophical frameworks which positively impact on current practice. The strengths of this book are that it develops the necessary understandings and skills and closes the gap between professionals working together to support children holistic development It also provides opportunities to engage in critical debate on current issues in professional practice as identified in national and international reports and develop their skills through this engagement It will be of benefit to a range of students on Initial Teacher Education Education Studies and Early Childhood Studies programmes as well as professionals working with children from birth to 11 years of age from early career to leaders and lecturers teaching HE courses **Early Years Placements** Jackie Musgrave, Nicola Stobbs, 2025-02-28 This is a key text for all those undertaking placements or work based learning WBL in early years settings Taking a practical approach underpinned by theory and research it guides student practitioners through their WBL to help them achieve an outstanding experience There is a focus on the variety of child parent and practitioner perspectives plus case studies involving the full range of ages from across the early years While it is invaluable in answering key questions about placements it also encourages a reflective and critical approach throughout that develops and promotes professionalism It is completely up to date with the latest Early Years Foundation Stage and includes reference to the Early Years Teachers Standards Being an Early Childhood Educator Felicity McArdle, Lyn Zollo, 2020-07-16 This book will be an invaluable resource for pre service early childhood educators as they prepare not only for their placements but also their future careers. The examples activities and reflection points are realistically representative of events and contexts across the birth to 8 years age range These features effectively scaffold the pre service teacher's preparation and thinking for socially just early childhood teaching Associate Professor Susan Krieg Early Childhood Program Coordinator Flinders University Making the transition from pre service teacher to professional can be challenging From field experience placements or pracs to the early years in the classroom this text provides a comprehensive and practical guide to help every early childhood student develop their professional expertise and confidence The authors prompt students to bring together theories learned at university with ways of working with real children in real settings framed by the principles of recognising equity and diversity There is clear guidance on how to be successful on prac including understanding the many roles pre service teachers will be expected to take on and the important relationships they need to build Lesson planning understanding curriculum documents and fail safe strategies for teaching in a wide range of situations and with children from wide ranging backgrounds are all covered in depth Suggestions for tutorial activities and further reading accompany each chapter prompting students to engage in

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