

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 concerned about a few of the newly enrolled pre-schoolers 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

John A. Sutterby



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 questions 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 **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 roles including the team leader and the key person How to develop a culture of leadership The importance of working with families and other professionals Improving leading through reflective practice Whether you are a room leader in an early childhood setting needing support in your leadership skills a manager of an early childhood business a leader of a nursery a leader of practice or studying to become an early years practitioner this book is ideal for helping you improve your leadership skills Programming and Planning in Early Childhood Settings Leonie Arthur, Bronwyn Beecher, Elizabeth Death, Susan Dockett, Sue Farmer, 2017-08-07 Programming Planning in Early Childhood Settings explores a range of approaches to curriculum and to documenting children s learning in early childhood settings This valuable resource for early childhood education students and practitioners provides a broad view of the concepts and issues in early childhood curriculum Chapters reflect ongoing discussions about what is meant by the terms planning and programming in the context of early childhood what is authentic curriculum for young children and effective teaching strategies to extend young children s learning The strong focus on sociocultural theories of learning promotes awareness of children s diverse experiences competencies and learning styles and helps readers recognise the need for collaborative partnerships between educators

children and families in order to develop appropriate programs Thoroughly revised and updated this new edition shows how chapters of the text are relevant to the Australian Professional Standards for teachers and highlights connections to the school based context Numerous real life examples reflections articles and case studies assist students to understand a variety of educational theories philosophies and frameworks Throughout the book there is a focus on the processes of reflection evaluation and ongoing improvement

The Early 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

Reflective Practice and Early Years Professionalism 3rd Edition: Linking Theory and Practice Jennie Lindon, Lyn Trodd, 2016-05-23 Ensure your students link theory with practice with this updated version of the authoritative and accessible series from Jennie Lindon Linking Theory and Practice has helped thousands of students make the right connections between their lectures and the real settings that they go on to work in This latest edition of Reflective Practice and Early Years Professionalism provides a useful overview of the subject in straightforward language that allows novices to access the more complicated concepts Jennie Lindon's trademark approach provides a trusted and authoritative voice for a wide range of courses including undergraduate and foundation degrees in Early Years and Early Childhood PGCEs and BEd programmes Provides detailed references for further reading with descriptions of key texts for each chapter Pause for reflection feature provides numerous opportunities to think about the impact of their own role Ensures the latest thinking and research is covered in full

Reflective Practice and Early Years Professionalism, 2nd Edition Linking Theory and Practice Jennie Lindon, 2013-07-12 Reflective practice and early years professionalism provides you with detailed support for developing reflective practice in early years provision Jennie Lindon explores the nature of reflective practice and shows you how to apply these skills for the benefit of children and families The book covers key concepts about learning and ways to promote continued professional development in the workforce

Reflective practice offers practical advice for individual professionals and also explores the dynamics of reflective practice within teams This book is part of Jennie Lindon s series Linking Theory and Practice The established approach provides accessible descriptions of relevant theory and research yet links this information closely to best practice with young children and families The content and style of the series has been developed to support students on Early Childhood degree programmes Early Years Foundation Degree courses practitioners working towards Early Years Professional Status and also experienced senior practitioners extending their professional development and that of their team *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 **Developing Reflective Practice in the Early Years** Alice Paige-Smith,Anna Craft,2011-04-16 This is a stimulating book with much to interest inspire and challenge students undertaking early childhood studies courses and existing early years practitioners the links made to current and possible future policy in the early years field are particularly informative at this current time of change Early Years Update March 2012 Reflective practice is a vital aspect of working with young children and enables a deeper understanding of their learning and development There is a long tradition among early childhood practitioners of closely observing children s learning so as to nurture and stimulate their development They are also increasingly expected to reflect on their own practice in a variety of ways in order to enhance their professional development and improve their practice This book supports early years practitioners in articulating and understanding their own practice in greater depth exploring ways in which they can be encouraged to engage in reflecting on their practice The authors introduce ideas around creativity inclusion children s well being partnership with parents and multidisciplinary team working which will enable you to develop and explore the role of the early years practitioner in further detail This second edition is refreshed and expanded to include Updated and revised throughout to reflect latest policy changes and documents The role of the early years professional Reference to Children s Plan and Common Core of Skills and Knowledge for Children s Work Force New reflective questions and extended case studies Reference to safeguarding and child protection through joint working Developing Reflective Practice in the Early Years second edition is essential reading for all early years practitioners working in early years settings for children aged 0 8 years including nurseries children s centres and schools Contributors Naima Browne freelance early years consultant Anna Craft University of Exeter Open University Michael Craft an experienced public health and health promotion professional Caroline Jones consultant

University of Warwick Alice Paige Smith Open University Linda Pound assessor for the National Professional Qualification in Integrated Centre Leadership Michael Reed University of Worcester Jonathan Rix Open University and Elizabeth Wood University of Exeter

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 critical reflection and self evaluation while the On track on prac feature will help pre service teachers monitor and review their progress Readers are also provided with insights from real world pre service students and professional teachers who have mentored many different students on prac This is an essential text for all students undertaking practicums and preparing for the first years of their professional careers

Educational Change in International Early Childhood Contexts Linda R. Kroll, Daniel R. Meier, 2014-12-05 Co published with the Association for Childhood Education International ACEI Educational Change in International Early Childhood Contexts Crossing Borders of Reflection examines the role of teacher reflection in a variety of educational contexts worldwide Using a case study approach that integrates research theory policy and practice international contributors show how in some settings local traditions and values are honored while in others international educational ideas and programs become modified to suit local needs Cases from Japan China Palestine South Africa Kenya Finland Italy and New Zealand are discussed as well as models from the United States Through its thorough investigation into teacher reflection practices throughout the world Educational Change in International Early Childhood Contexts Crossing Borders of Reflection focuses on the transformative value of these practices to promote change in early childhood education Framing commentary from Linda R Kroll and Daniel R Meier provides context and places the case studies in conversation with one another allowing for productive international comparisons in this dynamic collection

Being, Becoming and Thriving as an Early Years Practitioner Annie

Pendrey,2024-05-21 *Being Becoming and Thriving as an Early Years Practitioner* captures the authentic and often humorous experiences that occur when working with young children providing a comprehensive and accessible guide to the reality of early years practice Designed to support practitioners through the early stages of their careers it reveals what child development theory looks like in practice through real life examples and case studies alongside guidance on practitioner wellbeing continuous professional development CPD and studying alongside work The book is structured around three key themes BEING BECOMING and THRIVING Each theme is divided into several chapters and they cover a range of topics which will support you on your academic and professional journey including Being a reflective practitioner Inclusion Key theorists Creativity The foundations of Play Reflection and Reflective Practice Continuous professional development Aligned to some of the core components for Early Years and Education with additional depth for level 4 students the book blends theory and practice with humour and honesty revealing what makes the Early Years such a magical sector in which to work Including tools and activities to support your professional and academic journey this is essential reading for early years students and practitioners

Early Childhood Teacher Research Kathryn Castle,2020-10-12 In this fully revised and updated second edition *Early Childhood Teacher Research* addresses the questions and concerns that pre and in service teachers of young children frequently have when engaging in teacher research Accessible and interactive this book explores the important issues every early childhood teacher should know guiding readers from conceptualization generating research questions identifying data sources gathering and analyzing data interpreting and sharing results to taking action This second edition features thoroughly updated references standards and resources as well as all new sections on teacher advocacy social media and devices data collection and planned versus unplanned research Each chapter features Teacher Researcher Notebook prompts for the reader to record ideas for research questions and to develop a plan for doing research From the Field vignettes providing rich examples of real world early childhood teacher researchers and their perspectives on doing teacher research Reflection prompts inviting readers to pause and think deeply about relating content to their own situations Reflections can be recorded in the Teacher Researcher Notebook Explorations of additional content websites resources interviews and activities

Responsive Practice for Dual Language Learners in Early Childhood Education Jennifer J. Chen,2024-10-22 *Support Diverse Dual Language Learners through Reflective Practice* *Responsive Practices for Dual Language Learners in Early Childhood Education* provides educators theoretical background and practical advice as they welcome an increasing number of dual language learners into their programs to support these children to learn and flourish Author Jennifer Chen shares case studies from her fieldwork with diverse early childhood classrooms demonstrating her Four Cornerstone model of responsive practice while offering reflective questions to help educators implement it in their own contexts for children from birth to age eight who speak any language Learn to apply the Four Cornerstone model s tenets of developmentally responsive culturally responsive linguistically responsive and contextually appropriate practice in a variety

of real life situations including while providing scaffolding for children while building relationships with parents and while working with children with a variety of needs

Contemporary Psychoanalytic Approaches to Early Childhood Education Alex Collopy, 2024-12-16 Contemporary Psychoanalytic Approaches to Early Childhood Education edited by Alex Collopy offers critical analyses of psychoanalytic theory to provide a deeper understanding of the construction and education of young children from infancy to age eight focusing on the experiences of children with identified disabilities social emotional gender linguistic racial and socioeconomic differences It also provides portraits of early childhood practice and early childhood teacher trainings to demonstrate the potential of psychoanalysis as both a lens for understanding the dynamic nature of being development and learning and as a creative multimodal method for facilitating new relationships between the inner and relational worlds of children and adults Written by and for scholars and professional educators in curriculum and instruction school psychology infant mental health social work and allied professions this book provides insight into the histories present and potential futures of psychoanalysis within and across education spaces as an act of advocacy for young children

The Early Childhood Educator Professional Development Grant John A. Sutterby, 2011-10-06 Focuses on the implementation of professional development for early childhood educators describing a number of models for improving early childhood care This title provides future developers of professional development with a road map for what works and what might not be as effective

Early Childhood Education Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2013-01-02 Early Childhood Education Becoming a Professional is an inspiring introduction to the world of early childhood education preparing the teachers of tomorrow to reach their full potential in their schools and communities Written by a diverse and experienced author team Kimberly A Gordon Biddle Ana Garcia Nevarez Wanda J Roundtree Henderson and Alicia Valero Kerrick this text engages readers to connect contemporary educational and developmental theory and research to developmentally appropriate practices and applications that are easily implemented in the classroom In response to today s ever changing educational environment the text focuses on both the importance of taking personal and professional responsibility as well as today s issues in diversity from supporting children with exceptionalities to supporting children and families in broader cultural contexts

Early Childhood Curriculum Nancy Amanda Branscombe, Jan Gunnels Burcham, Kathryn Castle, Elaine Surbeck, 2013-07-24 Through its unique integration of curriculum and learning principles Early Childhood Curriculum A Constructivist Perspective 2nd Edition fosters authentic developmentally appropriate practice for both preschool and early elementary classrooms The constructivist format of this book encourages active involvement on the part of readers by asking them to observe question reflect research and analyze thus allowing readers to create their own knowledge through their responses and actions Early Childhood Curriculum examines curricular goals such as autonomy development and problem solving and links those goals with constructivist principles of learning It explores ways teachers can create meaningful learning environments and choose curriculum tasks

appropriately in all content areas that are linked to the learning and development needs of young children The text provides a wealth of practical detail about implementing constructivist curriculum as the authors discuss classroom climate and management room design play and cooperative learning among other topics The book also includes information about how teachers can meet required mandates and national and state standards in appropriate ways as they plan their curriculum and examines the early childhood educator's role with community agencies reform and legal mandates and public relations

Special Features Curriculum Strategies highlight models for developing curriculum including projects curricular alignment integration of various subject matter areas and types of knowledge Constructions promote problem solving by allowing students to explore revisit examine and learn from first hand experience Multiple Perspectives from the Field provide interviews with teachers and other early childhood professionals offering students a realistic look at the profession from a diverse group of educators Teacher Dialogues explore a wide range of student concerns including curriculum learning environments assessment and documentation representing a collaborative support group for pre service teachers and readers

Empowering Early Childhood Educators Naomi McLeod, Patricia Giardiello, 2019-06-05 This forward thinking text challenges educators to think about and question the purpose of education and explores international understandings of the role played by early years professionals in promoting participatory ethical and reflexive practice which benefits children as independent decision makers By exploring the different perspectives concepts and practices adopted in early childhood settings in Denmark Finland Aotearoa New Zealand and Sweden *Empowering Early Childhood Educators* demonstrates the potential of participatory and democratic approaches in day to day practice Illustrating how pedagogical approaches such as Te Wh riki Reggio Emilia and the Montessori method may be understood and interpreted to maximise children's engagement in their socio cultural context chapters empower educators to question their professional experience knowledge and initiative to find a balance between directives and ethical practice A rich combination of case studies commentaries interviews and conversations the text offers critical insight into the daily practices and challenges of early years educators around the world and inspires critical reflection on practices which empower them A powerful revaluation of the purposes and value of early childhood education *Empowering Early Childhood Educators* will be of interest to early years practitioners students and researchers

Inclusion and Diversity in the Early Years Anne Rodgers, Dr Elaine Wilmot, 2012-07-11 This guide outlines best practice and key research findings on how to create a truly inclusive setting covering all aspects of equality and diversity The book contains advice on supporting children with special educational needs and providing for children with English as an additional language

Research Methods in Early Childhood Penny Mukherji, Deborah Albon, 2018-01-27 Research is something many Early Childhood Studies students find intimidating As a result this book has been designed with early childhood student in mind to help them through the research process The book covers the whole research journey exploring the different methodologies principles as well as how to undertake a research project making it a whole course

companion Following a linear and progressive structure it logically helps students work through their course and introduces the topics to beginners in simple and clearly explained terms Once students have gained confidence they are able to delve into the further reading suggestions and the research in focus boxes which look at international published examples of research to understand the real world effects and implications Activities throughout help cement knowledge and case studies giving examples and scenarios of real student research show readers how to present their own findings A brand new reader guide to research to aid navigation and a new chapter on research proposals are now also included This new Third Edition is also complemented by online resources that offer valuable additional resources for both instructors and students including Videos per chapter relating to chapter outcomes supported by critical questions Flashcard glossary to consolidate learning MCQs to test understanding Testbank of questions for assignment setting Free journal articles for wider reading PowerPoint slides Penny Mukherji and Deborah Albon will be discussing ideas from Research Methods in Early Childhood in Doing Your Early Years Research Project a SAGE Masterclass for early years students and practitioners in collaboration with Kathy Brodie

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Table of Contents Reflective Journal Example Early Childhood

1. Understanding the eBook Reflective Journal Example Early Childhood
 - The Rise of Digital Reading Reflective Journal Example Early Childhood
 - Advantages of eBooks Over Traditional Books
2. Identifying Reflective Journal Example Early Childhood
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Reflective Journal Example Early Childhood
 - User-Friendly Interface
4. Exploring eBook Recommendations from Reflective Journal Example Early Childhood
 - Personalized Recommendations
 - Reflective Journal Example Early Childhood User Reviews and Ratings

- Reflective Journal Example Early Childhood and Bestseller Lists
- 5. Accessing Reflective Journal Example Early Childhood Free and Paid eBooks
 - Reflective Journal Example Early Childhood Public Domain eBooks
 - Reflective Journal Example Early Childhood eBook Subscription Services
 - Reflective Journal Example Early Childhood Budget-Friendly Options
- 6. Navigating Reflective Journal Example Early Childhood eBook Formats
 - ePub, PDF, MOBI, and More
 - Reflective Journal Example Early Childhood Compatibility with Devices
 - Reflective Journal Example Early Childhood Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Reflective Journal Example Early Childhood
 - Highlighting and Note-Taking Reflective Journal Example Early Childhood
 - Interactive Elements Reflective Journal Example Early Childhood
- 8. Staying Engaged with Reflective Journal Example Early Childhood
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Reflective Journal Example Early Childhood
- 9. Balancing eBooks and Physical Books Reflective Journal Example Early Childhood
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Reflective Journal Example Early Childhood
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Reflective Journal Example Early Childhood
 - Setting Reading Goals Reflective Journal Example Early Childhood
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Reflective Journal Example Early Childhood
 - Fact-Checking eBook Content of Reflective Journal Example Early Childhood
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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