

Edteg 201 t 5:30 reflection paper 2011- 78888

[Life](#), [Childhood](#)



EDTEG 201 T 5: 30 Reflection Paper 2011-78888 ELICA, RIZA R. March 5, 2012 I. Objective: To examine and reflect on early childhood concepts and theories (discussed in class) that address the characteristics of young learners and find evidence/s of these in classroom instructional practices. II. Schools Visited / Classes Observed: A Mayfield Montessori Academy Class Observed: Junior 1 (Nursery) Teacher: Teacher Anna No. of Pupils: 13 Bridges Foundation Orientation and school tour was facilitated by Teacher Cecile UPIS K-2 Department Classes Observed: 1-Pipit / K-Rosal Teacher: Teacher Yza / Teacher Joyce No. of Pupils: 25 / 24 B C III. Observation: School ECE ECE Figure Concept/Theory Comenius, Use of Pestalozzi, manipulatives Froebel, Montessori Riza R. Elica Evidence The students worked/played with different Montessori materials such as cylinders, constructive triangles wooden blocks, puzzles, etc. Reflection Paper A B C 1 School ECE ECE Figure Concept/Theory Evidence Montessori materials include a fabric box containing pieces of fabrics, wherein a blindfolded student matches the same fabrics using sense of touch. The cylinders were also completed using the sense of touch. There were also books and charts provided to develop sense of sight. The school program includes sensory integration specially for students with signs of sensory integration dysfunction The students were provided with Montessori materials and were given the chance to choose the material that they like to play with. A movement room were provided wherein students were given free choice of play activity Teaching the days of the week and months of the year were presented through an action song and reporting. Main lesson was presented using 4pronged approach Each student is provided an Individualized Educational Program based on his present skills, behaviors

and functional needs. The teacher prepares the lessons and presents a day's activity based on scheduled tasks. The class follows a day's activity set by the teacher. The children wait for the teacher's instructions before performing a task. A B C Comenius, Locke, Use of the senses Pestalozzi, Montessori, Steiner Free play Rousseau, Montessori, Dewey, Steiner, Eliot, Hill Integrated curriculum Pestalozzi, Steiner Individualized education Locke, Peztalozzi, Hill Teacher-directed instruction Froebel Controlled environment Locke Riza R. Elica Reflection Paper 2 School ECE ECE Figure Evidence A Concept/Theory The children had an action song entitled " Hello, How are You"; they also sang the days of the week and months of the year, as well as their Use of songs, Froebel, graduation song circle time Steiner The children were told by the teacher to sing two songs while she is preparing the board for the next lesson. The children imitate the action of teacher Ana while singing all their action songs The students imitate what the Learning through Steiner teacher does in learning to perform a imitation certain task (e. g. folding a shirt, tidying up the bed) The students placed the word cards on the board the way teacher placed the first few cards. Montessori materials were provided based on the learning capabilities; Use of Rousseau, furniture were child-sized developmentally Peztalozzi, Materials were provided based on appropriate Montessori the child's present skills, behaviors materials and functional needs Children were given free choice of working materials; Montessori materials were based on the children's abilities and capabilities Programs were highly individualized based on the child's skills, behaviors, and functional needs The teacher guides the child in accomplishing a task (e. g. use of the spindle box) related to numbers The teacher guides the student

in doing a task such as brushing the teeth, tidying up the bed, washing the plates, etc. B C Locke, Child-centered Montessori, classroom/school Dewey, Eliot, Hill Scaffolding Vygotsky Riza R. Elica Reflection Paper 3 School ECE ECE Figure Concept/Theory Evidence Children help each other in accomplishing certain tasks: In the fabric matching task, 1 child is blindfolded while the other one arranges the fabrics on top of the table. While in the oral reading task, 1 child is holding the cards while the other one reads them. They also have their circle time and reporting. Although they have different learning needs, students were placed in group for them to have social interaction and to learn from one another. Students were grouped and were given tasks that need collaboration from all the members. In answering the question given by the teacher, the children converse with each other to come up with the right answer, therefore they are also learning from each other through interaction. Montessori materials include a metal polish kit, wherein, the child learns how to actually clean a metal plate. The class programs include learning the activities of daily living using concrete materials (such as hygiene and grooming practices), prevocational programs, and vocational programs (such as cooking, doing household chores, recreational activities, etc.) Students had their field trip the other day

A B C Social learning environment Froebel, Dewey, Steiner, Piaget, Vygotsky Concrete learning Comenius, experiences Piaget Riza R. Elica Reflection Paper 4 IV. Insights: With all that I have observed and learned from this school visit and observation, I can see that almost all the ECE figures that was introduced in this course were very much influential in today's learning environment. Based on the evidences that I have gathered, there were really

ECE concepts and theories that address the characteristics and needs of young learners. Their concepts/theories were being used, adapted, or integrated in some of the schools (especially progressive ones) that we have today. Combining different ECE figures' view most oftentimes benefits the learners. These really show that the learners are very much important and should be prioritized in setting up and running a school. I do believe that we owe to these people the state of our present learning environment. With their contributions to education, more and more schools are being built to respond to the needs of the learners. I'm glad that parents/guardians nowadays have choices on where to enroll their children based on what they think would be more beneficial to their children. But still, I do believe that everyone's preference regarding school choice should be respected. Overall, I really appreciate the experience to see the ECE concepts that I've learned come alive in the schools that we have observed and visited. Being a person who works in a traditional school, it's nice to know that there are still other good approaches in teaching students... and they are worth considering for my child's education. Riza R. Elica Reflection Paper 5