

Ece developmentally appropriate practice assignment

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Developmentally Appropriate Practice When trying to come up with my teaching philosophy, I quickly realized that “one size fits all” teaching is not for me. I needed to combine many methods to make my style fit the many personalities and learning styles of my students. With all of the learning styles that students exhibit do not see how a teacher could simply teach with one philosophy all of the time. If a teacher chooses to lecture all the time, how will the kinesthesia and visual learners, who make up the biggest percentage of the population, understand the material?

Due to the low self-esteem of many of the children in today's society I believe that teachers need to be extremely cautious when criticizing a student's work. If a student does a poor job on a paper or assignment I believe that the teacher should use remediation and help the child try to improve their score rather than telling them how poorly they did. Likewise, I believe that if a student does well they should receive praise for what they accomplished. The use of a variety of teaching methods is also crucial to the classroom.

A lot of children become bored with the same routine day after day. In order to keep their attention and to keep them interested in the subject matter teachers need to use different methods of teaching such as field trips, debates, and cooperative learning activities. Of the five major philosophies (Perennialism, Essentialism, Progressivism, Existentialism and Reconstructionism) I relate most to the Existentialism Philosophy. In my opinion this is the most important approach in teaching students in today's society.

I believe that students understanding and appreciation of themselves takes precedence over any subject that can be taught in school. No matter how intellectual a student may prove to be, without assurance and belief in themselves they will not accomplish much in life. Every child is different and has unique ways of learning and excelling in some subject areas more than others. A student might not do well in mathematics but may be an excellent artist. This does not mean that they are not as important as other students just that they excel more in one area than in another. Feel that education is not only based on the basics (math, science, reading, and writing), but built on them. To me, creative expression revolves around the basics that are taught and also around the areas in life that are unseen, or thought.

Creativity opens a person's mind. To not just focus on what has been taught to us. Which is information stored in the left side of the brain, but also to utilize our own ideas and imagination to express ourselves, which unsexes the right side of the brain.

By doing creative things that use the imagination, we strengthen both parts to the brain. As children we feed the creative part of the brain, all is growing at once, once formal education is introduced, that vision is narrowed to the point that it becomes lost and often never recovered. A classroom that offers this type of guidance and the trotted to a pressure-free environment that allows for creativity is what I found from my class. Sure another very important factor in a balanced curriculum is conveying emotions because it is an essential form of communication. According to the text (DIP chapter 1 page 20) children work at their own pace, with their own learning style/ strategies and while learning, DIP engages both emotional and intellectual stimuli. The

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nice thing about the whole process of learning with this philosophy is that there is no pressure to where it is uncomfortable or not enjoyable. Like I said, each student determines his/her own pace and direction of learning.

Without pressure, I feel the students would want to come and learn and to be with fellow students who have common interests and want to learn together, plus get to do what they enjoy doing anyway. Children learn so much better when their affective filter is down. The role of the teacher is to expose the students to the materials and subjects that are available, make them aware of their surroundings, help each one individually through the process, and help them create in an open, free, and stimulating environment.