Courtney Harder

July 12, 2011

LP2 Reflective Journal

Making a difference

 My setting for children just entering my classroom is similar in some aspects. I really like to connect with the child, instead of the parent(s). If the parent(s) can see that their child in comfortable is around me being their teacher, they are going to feel a lot more comfortable leaving their child with me every day. I make sure everything is ready for their things to be put where they are suppose to go; their cubby is labeled their hook has their name on it, their toothbrush holder is labeled, there sleeping bag cubby is labeled, their name tag is ready to go. One thing that is key I believe is that parent’s know the routine and how things are handled in my classroom. Parent’s are always welcomed in, and never rushed to leave. We encourage parents to stick around for awhile until their child is comfortable.

 I believe that making a positive impact towards every aspect of my classroom and my students and my parents are huge. It’s all about the families. You are there to educate their children and have the parent’s feel safe at work knowing that their children are in good hands. In what way do you feel that you shouldn’t have a positive outlook on that? Anyone that doesn’t is clearly in the wrong profession.

 I feel I could make the center a better place by having the other teacher’s get involved. Weather your with their child or not, they may eventually be in your room. Every parent should receive a “hello” and a “have a great day”. Parent’s are always nervous when their child moves up to the next classroom, I feel that it would be easier if the parent knew the teacher beforehand rather than, “here’s my child, be back at 5”. I would also really love to involve the parents more. Our parent’s are never invited on field trips with us, or a lunch invitation or anything like that. I think that that is huge in trusting your center, if you’re invited in, they have nothing to hide and want you to be involved.

 I put forth a very big commitment when I walk into work every day. I am there for the children and that’s what I do. I teach them, and watch them grow in ways unimaginable. It’s a feeling that makes me get up every morning and enjoy going to work. Just today I sat next to one of my children at nap time while he was telling me he doesn’t want to turn 4 because that means he has to move to the clubhouse and won’t be with me. It made me feel so good about myself and the difference I make in these children’s lives every day. Big and small, it’s a great feeling.

|  |  |  |
| --- | --- | --- |
| **Scoring Guide Criteria** | **Self-Score** | **Instructor Score** |
| Journal included student name, date, learning plan number, and listed the topic prior to journal entry. | No 0 Yes 1 2 | No 0 Yes 1 2 |
| Journal entry is typed in 12 point font and is of appropriate length. | No 0 Yes 1 2 | No 0 Yes 1 2 |
| Journal included the appropriate topics as suggested in each learning plan, and stayed on topic. | No 0 Yes 1 2 | No 0 Yes 1 2 |
| Journal is thoughtful, meaningful and demonstrating reflection. | No 0 Yes 1 2 | No 0 Yes 1 2 |
| Scoring guide and self-assessment is included with submission of assessment. (*Copy and paste this scoring guide or save it and type in this document. Highlight, bold, or type in the number you think you have earned in the next column*). | No 0 Yes 1 2 | No 0 Yes 1 2 |
| The journal is submitted electronically. | No 0 Yes 1 2 | No 0 Yes 1 2 |
|  Journal was submitted on time. *Additional points may be deducted for late work as indicated in the syllabus.* | No 0 Yes 1 2 | No 0 Yes 1 2 |
| Total Points and Comments if necessary:  | \_\_\_\_12\_\_\_\_/14 | \_\_\_\_\_\_\_\_/14 |