



Developing Classroom Environments: Kaplan Preschool Final Project

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My Classroom Philosophy

As an Early Childhood Educator, I plan to educate my students in all areas of their lives or educate their "whole person." I am the type of person who wants to help my students grow in both academic situations and in the personal lives. It is important to me that my students learn basic life skills and how to form relationships.

Another important aspect of my teaching philosophy involves meeting the many needs of my students. Maslow's Hierarchy of Needs delves into five needs that need to be met, in order for students to learn comfortably. These needs are as follows: Physiological needs, to feel safe, self-actualization, esteem, and a sense of love and belonging. Differentiated learning is another element of my teaching philosophy. Every child is unique and different, and therefore, every child has varying needs.

Student engagement and hands on learning are also an important part of my teaching philosophy. I want my students to learn to experience the world around them through the use of their senses. Playing and manipulating different materials helps students understand and process information in different ways.

In my classroom, students will have the opportunity to work alone or with partners/groups, to instill both the interpersonal and intrapersonal learning abilities.

It is important that students learn to problem solve on their own. Giving students opportunities and requirements to solve problems on their own, gives them a sense of independence and a recognition that the teacher believes in their abilities.

Ultimately, I want to help nourish the growth and understanding of my students, in all areas of their lives. I want my students to feel comfortable and cared about in my classroom. I will strive every day to find new and interesting ways to help each of them learn.

My Classroom Mission

As a preschool educator, I plan to focus on guiding my students to increase their cognitive, social/emotional, and physical development through an approach to educating the "whole person." I will do this by creating different centers for learning and integrating movement and social/emotional teaching into my lesson plans. Students will learn academics and personal health and life skills.

I also plan on creating an environment where my students feel comfortable and excited to learn. Malsow's Hierarchy of Needs outlines five steps to helping a child learn more easily. I will first take care of my students physiological needs, such as having sufficient food/drink and appropriate clothing. Next, I will make sure my students feel safe in the classroom by creating and instilling rules and procedures for the class to follow. Then, I make sure each of my students has esteem or feels respected and confident in the classroom through providing them with class jobs, etc. Then, I would make sure that each of my students has the ability to choose and create building on their self-actualization skills. This can be seen in their Classroom Discovery center. Lastly, I will help my students have a sense of love and belonging in the classroom by consistently caring for them and their needs.

Every student has different needs. Whether those needs may be related to a disability, or personal preference, I will strive to accommodate for my students. I will accommodate for my students through giving them a choice of how they want to learn (e.g. seating, what they want to learn, how they want to learn the material, how they want to show they know the material, etc.).

I also find student engagement very important in preschool classrooms. I plan to incorporate elements of play and engaging activities through fun brain breaks (go noodle, yoga, music/dance, games, etc.). Also, student Engagement can be achieved through group activities, fun videos, and adding elements of what students are interested in into the classroom.

Lastly, I will show my students that I believe in them, and help them believe in themselves by giving the choice and letting them independently solve problems. Giving students choice of seat, etc. tells them that you think they can be responsible to make good decisions for their learning. This boosts student confidence and esteem



Activity/Learning Areas



Library



Discovery Center



Socio-Emotional/ Cool Down Area



News/Community Area



Coat/Storage Area

Library

- Throw Pillows
- Book Shelves
- Book Benches
- plants
- Full wall windows
- Corner floor couch
- Single Seat Couches





Contin...

- Jack chairs

Environment Plan

- **Objectives (What do you want the student(s) to practice):**
- The students will be able to sit quietly in their own space while being focused on their book they chose to read.
- The students will be practicing self control of their bodies while using this space by keeping their hands to themselves.
- The students will be in the quiet reading area for a set amount of time.

Community Area/Carpet Time

- Smart Board
- Mini White board
- Table with fish bowl
- Carpet
- Drum attention getter





Cubby Area

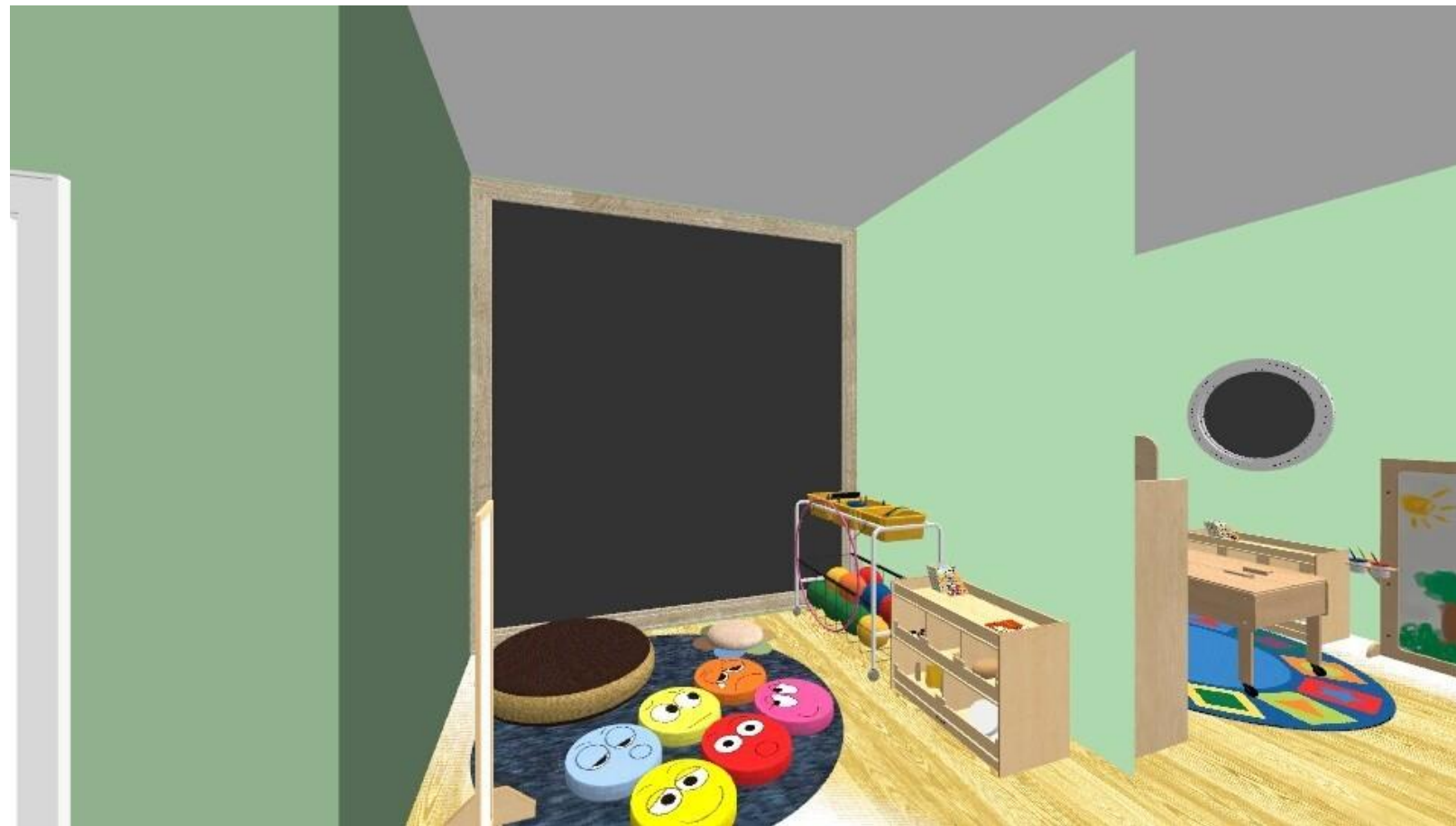
- Cubbies for take home items
- Trash can
- Table for hand sanitizer and tissues
- air freshener on top of shelves
- place for coats

Environment Plan

- Objectives (What do you want the student(s) to practice): Students will be assigned carpet spots and partners and go to their assigned carpet spots with ease Students will maintain voice level zero while sitting at carpet time Students will maintain a cleanly news station space and carpet, students will not use materials and items in this space without directives from the teacher (e.g. no turning on the smart board, or coloring on the white board without permission). Students will check in for class job every morning Students will maintain their own personal bubble space at all times unless otherwise directed

Social/Emotional/Calm Down Area

- Emotion pillows
- Bean bag chair
- fidget toys
- Sensory pillow
- Manipulatives



Environment Plan

- Age Group/ Age of Child: Kindergarten

Objectives (What do you want the student(s) to practice): Students will be able to choose a calming strategy(off the Velcro board of calming strategies) from the cool down area and show it to the teacher
Students will be able to maintain a quiet level zero while working in the calm down corner/cool down area
Students will remain in the cool down area only as long as necessary to refresh or cool off- 5 minutes (can be extended if necessary).



Discovery Area

- Sand and water table
- Scrap materials
- See through easel
- Dress up station
- Imagination Writing Station



Extension of Discovery

- Return cubbies
- mail boxes
- blocks
- Flexible seating for students
- Supplies, etc.

Environment Plan

- Objectives (What do you want the student(s) to practice): Students will use the space respectfully and for its purpose (to explore and learn new things in an open ended way) Students will clean up the spaces and materials that they use Students will take turns Students will maintain a voice level zero or one if needed

Resources:

Finely, Todd. (2017). Edutopia. Mastering Classroom Transitions. <https://www.edutopia.org/article/mastering-transitions-todd-finley>

PRO Solutions Training. Maslow's theory of human needs and child development. (2019). <https://www.prosolutionstraining.com/resources/articles/maslows-theory-of-human-needs-and-child-development.cfm>

Darling-Hammond, Cook-Harvey. (2018). Learning Policy Institute. Educating the Whole Child: Improving School Climate to Support Student Success. <https://learningpolicyinstitute.org/product/educating-whole-child-brief>