

# REFLECTIVE JOURNAL

The main aim of this journal is to keep a record of my thoughts, notes, reflections and questions about this subject, and some implementation activities related to this subject that I have carried out in my classes. All the information we can find in this journal is connected, however I have decided to classify them by topics.

## ❖ **Assessment & Evaluation:**

I would like to center this reflection on my personal opinion about the fact of assessing and being assessed: how people feel, if they like or not and why, etc.

In my opinion the feeling people have when we are assessed changes through the years and it different depending on the kind you are. When children are at school they feel that assessment is something compulsory for them, but they do not really feel the pressure that, for example, students at high school feel because they know that they have to achieve the goals and the targets and unless they do it, they will not promote. On the other hand, we can think of assessment from the teachers' or parents' perspective. If we focus on parents' perspective, assessment is something good because it facilitates them the fact of knowing that their children are working at school and if they are truly learning or not. Now, I will focus on teachers' perspective. For teachers assessment is something great because it gives information about students and their progress in the learning process, about our own job (because we are assessed by others teachers of self-assessment) and information about the quality of the tools we use in our classes.

## ❖ **Formative & Summative Assessment:**

I would like to mention that, before studying this unit it was difficult for me to understand the difference between formative and summative assessment. However, now, I am able to distinguish them and that's why I would like to refers on these terms in the following lines. After each explanation, I will give you some examples of how I use each of the assessments with my students.

- **Formative assessment** provides explicit feedback to both, teacher and students, in order to improve the teaching-learning process, it means, the

# Reflective Journal Example Early Childhood

**Judd E. Hollander**



## **Reflective Journal Example Early Childhood:**

**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 Routledge International Handbook of Early Childhood Play](#) Tina Bruce, Pentti Hakkarainen, Milda Bredikyte, 2017-06-14 Historical changes in play are taking place in childhood all over the world with the digitalisation of children's lives Researchers are worried about the disappearance of advanced forms of play and the prioritization of time spent with loving adults supporting play with babies and toddlers At the same time our understanding about the crucial importance of individual development is becoming clearer The Routledge International Handbook of Early Childhood Play explores these issues and more It proposes the importance of adult participation in play as adult guidance brings the possibility of moral cultural and symbolic elements to children's play and enhances the educational opportunities in adult child joint play The book also examines the aesthetic dimension of play and its role in the development of imagination and creativity With contributors from many parts of the world this unique handbook brings together the latest research and highlights practice which focuses on play This is an essential and engaging read for all students academics teachers and practitioners with an interest in play [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

*EBOOK The Early Childhood Educator for Diploma* Lorraine Walker,2022-05-30 Updated for the new CHC50121 qualification this new resource offers complete coverage of the 12 core units plus three of the most popular electives Content is user friendly and engaging with language appropriate for VET students Holistic case studies present practical applications of the chapter content helping students to apply chapter teachings to real word scenarios

*Observation and Participation in Early Childhood Settings* Jean Billman,Janice A. Sherman,1997 This is a condensed guide illustrating effective methods of observing the development of young children from birth to five years and documenting observations It is designed to aid readers participation with children of different age groups in a variety of early childhood settings

[Exploring the Potential of Artificial Intelligence in Early Childhood Education](#) Lynn E. Cohen,2026-04-14 This groundbreaking text explores the intersection of AI and early childhood education revealing innovative ways for educators to transform learning experiences for young minds Drawing on insights from experts real world examples and best practices this edited collection explores the ways AI can be integrated into early childhood curricula highlighting recent research and innovations in the field and implications for both practice and policy The book features case studies that support readers in considering ethical dilemmas and societal implications for early childhood educators while also looking at all the positive outcomes of AI in early childhood contexts including adaptive learning platforms that cater to each child s unique style interactive tools that ignite curiosity and AI powered assessments that provide timely feedback

[Exploring the Potential of Artificial Intelligence in Early Childhood Education](#) New Learning Experiences for Young Children is an essential resource for any academic practitioner preservice teacher or parent beginning to understand how AI as an integral part of our daily lives is now becoming more relevant and useful across the early childhood years

**Early Childhood Education** N. Amanda Branscombe,Anne G. Dorsey,2000 Serving as an orientation to early childhood education ECE for ages 0 8 this text s constructivist approach to learning encourages active involvement by asking students to observe question reflect research and analyze what early childhood educators do and why they do it

[Doing Action Research in Early Childhood Studies](#) Glenda Mac Naughton,Patrick Hughes,2008-09 This title is a resource and inspiration for people in the early childhood field who wish to do action research but are unsure as to precisely what it means and how to do it

**Journal of the Division for Early Childhood** ,1987

**EBOOK The Early Childhood Educator for Certificate III** Lorraine Walker,2021-10-13 The new edition of this market leading text has been meticulously

updated for the new CHC30121 Training Package For the student it offers engaging content that is easily accessible and effective in helping to consolidate and apply learning with localised content to enhance understanding of concepts For the instructor the updated text promises training resources that are current and relevant to industry standards and practice Available as a printed textbook or eBook the resource is also accompanied by a comprehensive suite of Instructor Resources including PowerPoints Teacher Implementation Guide and comprehensive mapping *Journal of Nursery Education* ,1996

The Pennsylvania School Journal Thomas Henry Burrowes,James Pyle Wickersham,Elnathan Elisha Higbee,David Jewett Waller,Nathan C. Schaeffer,John Piersol McCaskey,Thomas Edward Finegan,James Herbert Kelley,1900 **Developing and Presenting a Professional Portfolio in Early Childhood Education** Nancy W. Wiltz,2008 It demonstrates how to collect items for a professional Early Childhood Education portfolio and how to create compile them in a professional manner in a binder for presentation upon graduation to obtain employment As portfolios are sometimes started in Intro to ECE and compiled throughout the program or introduced in a Curriculum course or in a Student Teaching or capstone course there are several points of entry for this supplement Wiltz instructs the student what items to collect for the portfolio how to compile construct label it and then how to talk about it present it **Current Index to Journals in Education** ,2000-10

Dealing with Individual Differences in the Early Childhood Classroom Bernard Spodek,Olivia N. Saracho,1994 Contains suggestions for responding to the developmental needs of disabled gifted and at risk children in the regular classroom

**Zero to Three** ,1999 The Educational Times, and Journal of the College of Preceptors ,1895 **Addresses and Journal of Proceedings of the American Normal School, and the National Teachers' Associations at ...** American Normal School Association,1871 YC Young Children ,2008 **The British Journal of Psychiatry** ,1994-07

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