

Educational Philosophy Of Gayle Forget

As an Early Childhood educator of preschoolers at St. Anastasia Catholic School, I believe that all children have the right to be accepted, valued and respected within a positive, nurturing learning atmosphere. It is my belief that children are capable and competent to think creatively through purposeful play while encouraging exploration and problem solving in an environment that is abundant with developmentally appropriate materials, centers, and activities. I take great care to attend to the cognitive development as a child learns to reason, solve problems and to think consciously. I strive to create memorable daily rituals, build upon meaningful child-initiated activities based on children's interests, and celebrate special childhood traditions while celebrating our faith. I take great joy in modeling compassion, connections, patience, and prayer so that each child will grow spiritually and become keenly aware of God's love, forgiveness, and gifts for them.

In utilizing developmental learning centers to individualize instruction and to allow students choice and control over their learning, I am fostering a sense of ownership giving each child a sense of pride in their work experiences. My students enjoy writing, reading, building, housekeeping and family, discovery of math and science, computers, and creative art centers daily. If our schedule is altered, the children are resolute and determined making their concerns known in making time for their centers.

In considering the whole child's cognitive development, I facilitate memory by providing content with rhymes, catchy sayings or putting the content to music. While cultivating children's cognitive development, I provide opportunities during instruction using appropriate settings, materials, experiences, and social support that encourage early forms of Emergent Literacy. Every moment of the day is focused on Language, Communication and Emergent Reading as we engage in speaking and listening with back and forth conversations during story time using rich vocabulary. I am responsible for modeling print and providing print rich environments while encouraging children to draw age appropriate symbols, letter like shapes, and letters to convey meaning using various tools. My greatest focus each day is to build listening skills of phonological awareness enabling young children to break words into smaller parts and associate letters with their corresponding sounds through games, songs, wordplay, books, and technology.

I believe that one of the unique thought processes of young children is their astonishment of our world, therefore I understand this to be the beginnings of scientific thought and

investigation and mathematical thinking. Scientific inquiry made by children involves asking questions, observing, and making comparisons when objects and events are related and use growing language skills to describe what they observe. I provide a variety of nature objects to examine and compare using all the senses. I will allow children the time to explore their world, formulate questions, and hypothesize their own theories and explanations which lead to established facts. Through the study of quantities and their relationship, the preschooler will develop and demonstrate mathematical skills. Through daily activities, routines, play, and interactions with peers and adults, I will ensure that students will be engaged in stimulating environments promoting counting, , patterning, sorting, ordering, describing objects in comparison, analyzing graph and chart data, and measuring length, weight, and height.

I strive to communicate with parents in partnership through conversations, conferences, progress reports, phone calls and emails, informing the family of the developmental progress of their child. Assessment of the child is on-going, reflective of the child's experiences at school, and occurs within the content of daily classroom activities.

Collaboration with my colleagues daily and support from our administration are key to my success in planning engaging lessons for the children. By continuing my professional education in curriculum and learning styles, spiritual retreats, technology, standards of four year olds, or in teamwork, my students benefit from the enriching knowledge I receive which transforms to the classroom experiences in a positive, forward- looking way re-energizing my spirit.

The greatest reward at the end of the school year for me is to witness young children heading to Kindergarten as self-confident learners, making good choices, working cooperatively, and filled with an excitement to try something new! I want them to cherish and treasure their time at school with a love for lifelong learning.

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