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Teaching Social Studies

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Human Relations Report

For my clinical, I was placed in a wonderful kindergarten room that was filled with 21 eager students, who were always ready to learn. When I was going into this clinical I had no idea what to think, because I had always said I wanted to teach middle school. However, this clinical has now opened my mind up to the younger grades as well. It was a very eye opening experience, and the students were not the only ones learning; I was learning right along with them. I honestly believe that they taught me just as much as I taught them.

For the past month, I have spent numerous hours in the classroom, watching the students grow, learn, and interact with one another. Over this time, I was able to observe many different human relations, and I have learned how to handle many different situations. For my classroom however, all of the students are Caucasian, so I was unable to see any situations unfold with other races. Although, I had a mixture of learners, who each had their own way to go about things. Many students in my room were receiving some sort of special education help. My classroom was a wonderful mix that blended together very nicely.

*Reflection A:*

Over the course of my clinical, I have gained a greater understanding of students who receive special education help. The help ranged from RTI-math or reading, counseling, PTSD, speech, PT/OT sensory, to socials skills. Being in a kindergarten room was incredible, because with young students like that there are no judgements. Kids are friends because they want to be, not because of who is “cooler.” They all talk to one another and treat everyone equally. There were no judgements toward the students who receive more help than the others. The wonderful group of kindergarteners that I was blessed with taught me that everyone has something they can bring to the table. Some students do struggle far more than others, but if you give them the time they need and the resources they can do anything they set their minds to. Over the course of this clinical, I learned that it does not matter who the learner is, or their background. They all have wonderful ideas that need to be cherished, and encouraged.

*Reflection B:*

Luckily enough for me, there were no discriminating actions while I was in the classroom. Being placed in a kindergarten has many perks when it comes to dehumanizing biases, discrimination, or prejudices. At this age, for my classroom the students ranged from five to seven, students do not judge one another. At least that is what it seemed like to me. All of the students in my supervising teacher’s classroom were very friendly and kind to one another. I feel as though children this young have yet to see enough of the world that causes them to judge one another; that is a very good thing. Students should never judge one another, but it always somehow seems to happen. That is what I loved about this clinical; there was no drama, it was only fun and games as they say (even though there was a lot of learning going on).

*Reflection C:*

This clinical gave me the opportunity to create many welcoming and positive learning environments for the students who need that extra little push. I was always encouraging the students to try their best; whether they were trying to spell a word or figure out a problem. After my first few lessons in my supervising teacher’s classroom, I learned to make sure my worksheets were appropriate for the students in my class. In the beginning that was a little difficult, because I had assumed they should be able to read at least a little bit, but some of them still struggle with that quite often. When I got to know the students more and their abilities it was easier to do. I would always go around the classroom well the students were hard at work and let them know that they were doing a great job, and should keep up the good work. That always put a smile on their faces, because even if they thought they were struggling, they had someone else encouraging them and pushing them to try their best.

*Reflection D:*

Not only did I learn a lot from this clinical, but I know for a fact I walked away with a greater respect for students who need that extra little push. Of course I had respect for all students prior to the clinical, and still have that same respect, but over the course of one short month it was strengthened. Everyone is different, and that is what makes everyone so unique. The students that I learned to know have so many different qualities they bring to the table. For example, student has such a caring heart, and always wants to take care of her friends. Student b was the kind of student who always thought he needed the teachers help, but in reality he could do it on his own. It was interesting to see so many budding personalities all in one room. My supervising teacher even told me, “this is a hard classroom, but it is a good one to learn how to teach in.” She was right, at times it was hard and frustrating, but in the best way possible. I was helping young students begin their education, and it was one of the best feelings. From this clinical, I have gained a greater respect for the students who always need that little boost.

This clinical was far too short; I would have loved to stay there for another month, easily. It was weird going into this clinical thinking that I never want to teach kindergarten, and walking out completely thinking that one day maybe I would. I am glad I had this opportunity to watch the 21, high energy kindergarteners learn and grow. It was for a short amount of time, but in that time I saw them succeed, get frustrated, have fun, and most importantly, I saw the information click in their faces. Seeing that look of, “oh, I get this!” is one of the best feelings ever of a teacher.