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Connections and Reflection: Examining a Structured, Socialized Curriculum in a Kindergarten Classroom

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Examining a Structured, Socialized Curriculum in a Kindergarten Classroom

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How can I best facilitate socialization curriculum in the classroom
and what occurs when I implement these strategies?

Participants:

- 24 Kindergarteners (14 boys, 11 girls)
- 35% White, 42% Black, 11% Hispanic, 1% Asian, 12% Mixed Race
- 86% low income

Literature Review:

- Students must be involved in the socialization process
- Rewards and punishment systems place too much emphasis on external reinforcements and fail to consider individual student needs
- A successful classroom should focus on student-centered approaches, positive relationships, shared control, unique needs of learners, and student choices

Data Collection:

- Field Notes
- Parent-teacher conferences
- Behavior meetings with counselor, psychologist, and specialists
- Observed student behaviors, focused on how I responded to them, and examined student responses to these interactions

Findings:

- External reinforcements fail to address students needs, label students, and interrupt relationships
- Teachers must create relationships with all students
- Environments help create our classroom identities

Conclusion:

- There is no “magic formula”
- Socialization curriculum = relationships
- Joy of learning must not be compromised for the sake of rule conforming