

Observation 3  
November 26, 2025  
The Role of the Educator

The ECEBC position paper highlights that early childhood educators are attentive and reflective adults who are always thinking about their actions, choices, and relationships with every child, family, and coworker. Being reflective shows that taking the time to question why different approaches are being used and how they support and impact the children's developmental and learning process. Being attentive means observing the children's interests, dislikes, needs, feelings, and culture. The role of an early childhood educator is not someone who directs children, but someone who observes, listens, and co-learns with the families to support every child.

An important consideration talked about in this area is that reflection is constant and necessary for ethical practice. Early childhood educators have to make sure they reflect on their own assumptions, biases, and habits in order to create an environment that is inclusive and supportive for all. Another key point is that attentiveness requires us educators to know and understand the children we are working with. This means understanding their developmental stages, family, culture, way of expressing themselves, and their past. Educators need to be flexible and ready to adapt to known and/or uncomfortable situations, routines, and environments to be sure they are supporting all children.

During my 10 days at the practicum, I noticed the educators always changing and adjusting their routines and approaches to things based on a child's response. During the morning, my educator and I had planned an activity that did not end up holding any of the children's attention or interest. This situation allowed me to learn how the educator would let the children shift towards materials and objects they were attracted to, instead of forcing the materials they did not enjoy on them. I also noticed my mentor doing a lot of reflecting in the moment. I would notice her start to get frustrated, then she would pause and take a breath, observe what is going on, and then respond carefully without just impulsively reacting.

In our class discussions, we have talked a lot about the idea that we educators are co-learners with the children. This reflection connects very highly for me to that idea. It makes me think a lot about how reflective practices are based on the educators who are learning with and from the children every day. Through my experience at practicum and my mentor educators, I learned that reflecting is not just something you do after the day ends; it is something that happens all day long through every notice, observation, journal, form, and conversation.

Some questions that came up for me are,

- How can we educators better use time and materials to help support reflective practices in early childhood education centers?
- How can educators be provided more time for reflection in a busy environment?
- What kind of tools and strategies can we, new educators, use to become strong and confident reflectors?