

- Consider the descriptions of the three contrasting climates for children. In one or two sentences, describe where you think you fall on the continuum.

Three SG Climates are Laissez-Faire, Supportive and Directive.

Laissez-Faire is a climate where the teachers provide supervision only if a problem arises and there is on involvement in this type of climate.

Supportive:

In this type of climate, the teacher works as a partner with the children while playing and learning. Teacher follows and supports children's interest, while scaffolding their learning.

Directive.

In this type of climate, the teacher is in full control of the activity. She sets out the activity and makes sure that every child completes the activity correctly.

I believe I adapted to the supportive climate because it allows a partnership with the child where I can provide scaffolding, which is suitable to the individual's differences and the unique needs of each child.

- What are your ideas for moving toward **a more supportive role** or **continuing to provide a more supportive role** at small-group time?

I believe I will continue to provide a more supportive role at small-group time because it gives the children the opportunity to follow their interests while it allows the teacher to maintain the balance between enhancing the targeted skills and the child's individual level of growth.