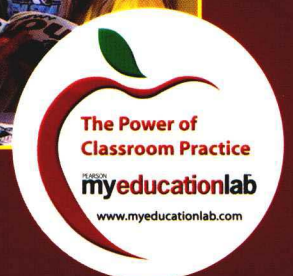
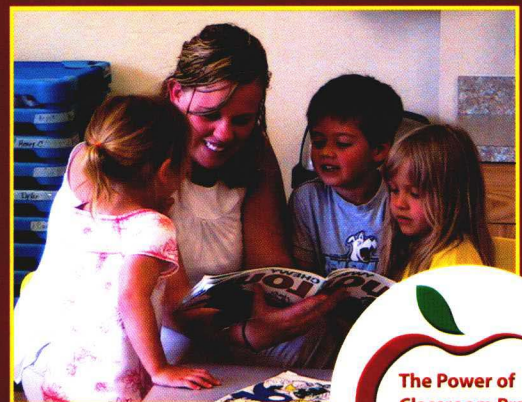


Foundations and Best Practices in Early Childhood Education

History, Theories, and Approaches to Learning

Second Edition



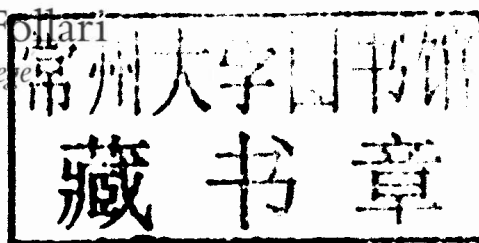
Lissanna M. Follari

Foundations and Best Practices in Early Childhood Education

HISTORY, THEORIES, AND APPROACHES TO LEARNING

Second Edition

Lissanna M. Pollari
Sheridan College



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Preface

The field of early childhood education has been growing and evolving for centuries. There is much to be learned from our past as we create a vision for our future. Even more can be learned from exploring the unique approaches and beliefs that shape practices around the world. This book is an invitation to embark on this exploration.

This text is written for beginning educators as well as for those with experience teaching young children who are furthering their education. For the beginning educator, this is an invitation to consider your place in this dynamic field by tracing its history and current trends. For the more experienced educator, this text can provide more in-depth explorations of specific methods and approaches to guide the ongoing process of professionalizing your practice. The overarching goal of this text is for educators to make connections between beliefs and philosophies and practice. To do this, I have included stories or extended vignettes, which come from a variety of classrooms and highlight how teachers and programs are integrating guiding principles and beliefs into applied practice. It is my hope that you will use this text to begin or continue your reflective journey on the evolving path of defining and reshaping your own practice. Go forth and find your voice—the voice you will raise in advocacy on behalf of all children and families.

Features of the Text

The Classroom View cases from the field included in most chapters provide a snapshot of diverse education settings and illustrate the key concepts. I invite you also to reflect on your own observations in light of these stories, comparing your experiences with those included here. The In Your Own Words boxed features encourage you to reflect on specific aspects of your own beliefs and practice. We also pause frequently along this journey to think about specific suggested applications, which are highlighted in the Putting It Into Practice boxed features.

Several themes run like threads throughout the text: teachers' roles, views of children, inclusion, and diversity. These are key aspects of all practice that you, too, must integrate into your thinking and teaching. The reflection prompts, questions at the start and end of each chapter, and application activities are all designed to facilitate the development of your own beliefs about these key themes. The appendixes contain tools that can be used in this process, including samples of graphic organizers and a comprehensive portfolio plan.

Guiding Concepts

Several concepts that guide this text are used as a lens through which we will view the field. First, this text takes a *child-centered approach* to early childhood education. Childhood is a unique and valued period of life, and children are capable, competent, and active participants in their growth and learning. Another guiding concept is the belief, flowing from

constructivist learning theory, that children are busily and actively building knowledge from their earliest moments. Children continue this lively inner process even when they are quiet. Their learning, thinking, and feeling are expressed in myriad “languages,” or ways of communicating. Teachers must be receptive and respectful of them all. Finally, I strongly believe that teaching is a personal as well as a professional endeavor. Adults and children form social bonds and relationships that are at the heart of learning. Above all else, I believe that children deserve to be respected and loved by the adults in their lives. It is with this spirit of love and respect that I present this text to you and wish you a challenging, surprising, rewarding journey.

Professional Preparation

In addition to the overarching themes, two aspects to help you in your professional preparation are woven throughout this book. In each chapter you will be guided to activities that help shape your professional portfolio. Your portfolio is used to present a picture of who you are as a developing teacher and as a teacher education student. The other element woven throughout the text is an emphasis on core content aligning with teacher preparation exams, such as the Praxis™ Early Childhood test. The foundations, key theories, and examples of best practices presented here represent a major part of the content of such exams.

New to This Edition

This second edition reflects recent changes in early care and education practice based on legislative and policy changes as well as the latest research on effective practice. You will find important revisions and updates in the following areas:

- Reorganized table of contents to improve flow of text topics
- Additional lists of application ideas in Chapters 8 through 11 to increase applicability of content
- Expanded Chapter 3 on professionalism, incorporating a variety of associations in addition to the National Association for the Education of Young Children (NAEYC)
- Entirely revised appendices, including all-new graphic organizers in Appendices D, E, and F
- Addition of a comprehensive portfolio rubric and guide, integrating new NAEYC standards in Appendix E
- Key legislative updates and reauthorizations to IDEA and Head Start in Chapters 1 and 6
- Updates from NAEYC’s newly revised Developmentally Appropriate Practice and Standards statements in Chapters 1, 3, and 12
- New research on Waldorf Education and student outcomes in Chapter 11
- Expanded Chapters 1 and 12 to provide more in-depth support for professional portfolio creation
- Integration of Pearson’s MyEducationLab assignable video-based assignments and activities throughout each chapter (see margin notes) with the addition of an

all-new student activity, Building Teaching Skills and Dispositions, at the end of each chapter

- Streamlined summaries for student accessibility

Ancillaries Accompanying This Text

All ancillaries are available online. To download and print ancillary files, go to **www.pearsonhighered.com**, and then click on Educators.

Online Instructor's Manual This manual contains a glossary handout, chapter overviews, additional Web resources, and additional application activities for in-class and out-of-class which are designed to enhance students' understanding of chapter concepts and build students' professional portfolios.

Online Test Bank The Test Bank includes a variety of test items, including multiple choice and essay items.

Pearson MyTest is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments anytime, anywhere! Instructors can access Pearson MyTest and their test bank files by going to www.pearsonmytest.com to log in, register, or request access. Features of Pearson MyTest include:

Premium assessment content

- Draw from a rich library of assessments that complement your Pearson textbook and your course's learning objectives.
- Edit questions or tests to fit your specific teaching needs.

Instructor-friendly resources

- Easily create and store your own questions, including images, diagrams, and charts using simple drag-and-drop and Word-like controls.
- Use additional information provided by Pearson, such as the question's difficulty level or learning objective, to help you quickly build your test.

Time-saving enhancements

- Add headers or footers and easily scramble questions and answer choices—all from one simple toolbar.
- Quickly create multiple versions of your test or answer key, and when ready, simply save to MS-Word or PDF format and print!
- Export your exams for import to Blackboard 6.0, CE (WebCT), or Vista (WebCT)!

Online PowerPoint Slides Colorful PowerPoint slides prompt student engagement with reflective questions, highlight key concepts and strategies in each chapter, and enhance lectures and discussions.

Acknowledgments

I wish to offer my heartfelt appreciation to all my students. It is for you that I undertook this project. I hope that the inspiration and collegiality we share in our classes continue to fuel your work as they do mine. It continues to be an honor to travel this road together. I wish you all a successful and nourishing journey.

I would like to thank Luci Coke for all her assistance in gathering the tremendous research that went into this book and Julie Peters and Kerry Rubadue for their continued support and valuable feedback. This project is stronger for your caring involvement.

I would like to thank the following reviewers for their helpful comments: Elaine Camerin, Daytona Beach Community College; Virginia Carey, Columbus State Community College; Deborah Ceglowski, University of North Carolina, Charlotte; Elizabeth Elliott, Florida Gulf Coast University; Susan Johnson, Northern Virginia Community College; Herman Knopf, University of South Carolina; Jyotsna Pattnaik, California State University, Long Beach; Nancy Payne, Northern Virginia Community College; Margarita Perez, Worcester State College; Jeri Sorosky, Nova Southeastern University; Harriet Sturgeon, University of Houston, Clear Lake; Andrea Zarate, Hartnell College; and Pauline Davey Zeece, University of Nebraska, Lincoln.

A very special thank you also goes out to the dedicated teachers and families at the Northampton Community College Child Care Center, the East Stroudsburg University Child Care Center, and the Sheridan, WY, YMCA Child Care Center.

Finally, I lovingly dedicate this project to Greisan, the motivation behind it all.

THE POWER OF CLASSROOM PRACTICE

“Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching. . . .”¹

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students’ and teachers’ work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today’s classrooms. For this reason, we have created a valuable, time-saving website—MyEducationLab—that provides you with the context of real classrooms and artifacts that research on teacher education tells us is so important. The authentic in-class video footage, interactive skill-building exercises and other resources available on MyEducationLab offer you a uniquely valuable teacher education tool.

MyEducationLab is easy to use and integrate into both your assignments and your courses. Wherever you see the MyEducationLab logo in the margins or elsewhere in the text, follow the simple instructions to access the videos, strategies, cases, and artifacts associated with these assignments, activities, and learning units on MyEducationLab. MyEducationLab is organized topically to enhance the coverage of the core concepts discussed in the chapters of your book. For each topic on the course you will find most or all of the following resources:

CONNECTION TO NATIONAL STANDARDS

Now it is easier than ever to see how your coursework is connected to national standards. In each topic of MyEducationLab you will find intended learning outcomes connected to the appropriate national standards for your course. All of the Assignments and Activities and all of the Building Teaching Skills and Dispositions in MyEducationLab are mapped to the appropriate national standards and learning outcomes as well.

ASSIGNMENTS AND ACTIVITIES

Designed to save instructors preparation time, these assignable exercises show concepts in action (through video, cases, or student and teacher artifacts) and then offer thought-provoking questions that probe your understanding of these concepts or strategies. (Feedback for these assignments is available to the instructor.)

¹Darling-Hammond, L., & Bransford, J., Eds. (2005). *Preparing Teachers for a Changing World*. San Francisco: John Wiley & Sons

BUILDING TEACHING SKILLS AND DISPOSITIONS

These learning units help you practice and strengthen skills that are essential to quality teaching. First you are presented with the core skill or concept and then given an opportunity to practice your understanding of this concept multiple times by watching video footage (or interacting with other media) and then critically analyzing the strategy or skill presented.

IRIS CENTER RESOURCES

The IRIS Center at Vanderbilt University (<http://iris.peabody.vanderbilt.edu>—funded by the U.S. Department of Education’s Office of Special Education Programs OSEP) develops training enhancement materials for pre-service and in-service teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. We have included this content on your MyEducationLab course to enhance the content coverage in your book.

TEACHER TALK

This feature links to videos of teachers of the year across the country discussing their personal stories of why they teach. This National Teacher of the Year Program is sponsored by the Council of Chief State School Officers (CCSSO) and focuses public attention on teaching excellence.

GENERAL RESOURCES ON YOUR MYEDUCATIONLAB COURSE

The *Resources* section on your MyEducationLab course is designed to help you pass your licensure exam, put together an effective portfolio and lesson plan, prepare for and navigate the first year of your teaching career, and understand key educational standards, policies, and laws. This section includes:

- *Licensure Exams*: Access guidelines for passing the Praxis exam. The *Practice Test Exam* includes practice questions, *Case Histories*, and *Video Case Studies*.
- *Portfolio Builder and Lesson Plan Builder*: Create, update, and share portfolios and lesson plans.
- *Preparing a Portfolio*: Access guidelines for creating a high-quality teaching portfolio that will allow you to practice effective lesson planning.
- *Licensure and Standards*: Link to state licensure standards and national standards.
- *Beginning Your Career*: Educate yourself—access tips, advice, and valuable information on:
 - Resume Writing and Interviewing: Expert advice on how to write impressive resumes and prepare for job interviews.

- **Your First Year of Teaching:** Practical tips to set up your classroom, manage student behavior, and learn to more easily organize for instruction and assessment.
- **Law and Public Policies:** Specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.
- *Special Education Interactive Timeline:* Build your own detailed timelines based on different facets of the history and evolution of special education.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

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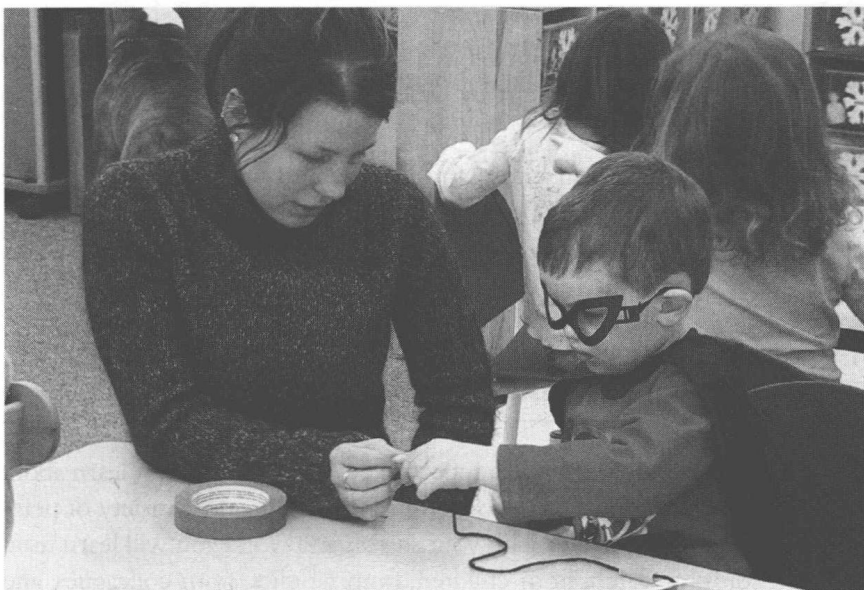
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Welcome to the Field of Early Childhood Education



*The journey of a thousand miles
begins with one step.*

—LAO-TZU

Being an early childhood educator is a constant journey. It is exciting, challenging, tiring, invigorating, and always changing. Above all else, it is rewarding. There is no more influential period of life than the first 8 years. Because of the tremendous leaps that occur in development during the early years, early childhood educators are positioned to have profound impact on children's lives. The role of the teacher of young children is, therefore, crucial to our future generations. As early childhood educators, we take on many different roles in the course of our days: teacher, researcher, lifelong learner, caregiver, family and child advocate, provocateur (provoking children's thinking), playmate, and many others. We are called upon daily to face many daunting challenges and tasks.

Early childhood settings can be diverse, including large or small center-based programs, in-home or out-of-home family care, faith-based programs, intervention programs, or in-school programs. The children and adults in those settings also bring vast diversity to the program in terms of ability, interests, culture, values, languages, and so on. Developing sensitivity to diversity and attitudes and skills to celebrate all members of a group is vitally important. In any setting, relationships are the heart of education. Teaching occurs in a social context, in which we continually negotiate a complex system of relationships (schools, families, colleagues, beliefs, practices, communities). Teachers are required to make a myriad of decisions in selecting the most appropriate tools and methods from an astounding array of choices (technologies, ideologies, theories, materials). Teachers also use those decisions to carefully create learning environments that plan for

universal norms and also validate and support individual development and choices. Increasingly, teaching also involves assessment and accountability to internal and external audiences. To be successful requires that you have a strong foundation of knowledge and skills, as well as dedication and commitment.

STARTING POINTS: QUESTIONS AND REFLECTIONS

1. What role do teachers play in children's lives? In the lives of families? In the community?
2. How do you define and envision yourself as a teacher? Describe who you are or who you want to be as a teacher. (Start by listing five characteristics you want to embody as a teacher.)
3. How can you integrate what you know and believe and who you are into one resource?

MyEducationLab

Go to the Resources section in the MyEducationLab for your course and explore Portfolio Builder. This guide will familiarize you with how to create your own portfolio based on national standards.

Your Role as a Teacher-Education Student: Finding Your Professional Identity

Your task at this point in your career is to embrace a reflective perspective. You must learn about the history of early childhood education in order to envision the future and a variety of practices to be able to cultivate your own style. Through your studies and work, you will learn from the past and present, from sound research, from children, from families, from colleagues, and from yourself as you develop your professional identity. The topics in this text provide a foundation from which you can start to build your own teacher identity. Throughout this book and during your teacher-education studies in general, you will be called upon to create a body of work that represents your beliefs and abilities as an educator. Creating a **professional portfolio** is your first (and an ongoing) effort to define and redefine yourself as an educator.

Professional portfolio

An organized collection of work that reflects your beliefs, experiences, and competencies as a teacher.

A portfolio is a collection of work, or artifacts, that represents you: your beliefs, your abilities, your goals, and your accomplishments. It will change throughout your studies and practice. Many people choose a binder, an expanding folio, or some other material that will allow artifacts to be added or withdrawn. You must carefully and thoughtfully select items to include in your portfolio that reflect your progress, highlight your experiences, and demonstrate your abilities related to state and national teaching standards (Gelfer, Xu, & Perkins, 2004). Your portfolio may be used to assess your progress in your studies, to demonstrate your competencies in interviews, and to document your professional development throughout your career. Periodically reflecting on your portfolio in presentations or interviews will prompt you to summarize your work, learn from your experiences, and articulate who you are or will be as a teacher (Bullock & Hawk, 2001). Throughout this book, you will have opportunities to explore options and strategies for creating your portfolio. Take a moment to review the many informational resources about portfolios and state and national standards, as well as the Portfolio Builder guide at MyEducationLab. This guide will familiarize you with the process of creating your own portfolio based on national standards.

Reflecting on a variety of learning theories and teaching methods and critically examining how they can inform your own practice are important tasks of an education professional. As you read on, continue thinking about general and specific elements presented in each chapter. Find elements that you can envision integrating into your own unique