CHAPTER 1: What Is Good Education for Young Children?

*The Whole Child: Developmental Education for the Early Years*
Tenth Edition
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Realize You Are a Part of a Noble Profession

• The Legacy of Friedrich Froebel
  ○ Kindergarten

• Twentieth-Century Children's Advocates
  ○ Maria Montessori
  ○ The McMillan Sisters
  ○ John Dewey and Progressive Education
  ○ Nursery Schools and the Growth of the Early Childhood Teaching Profession
  ○ The National Association for the Education of Young Children (NAEYC)
Can Early Education Make a Difference?

• **Brain Development Research**
  
  • The brain is most active during the first 3 years of life.
  
  • Early experiences have an impact on the actual structure of the brain.
  
  • Early experiences have a decisive impact on how a person functions as an adult.
  
  • There are prime times for acquiring different kinds of knowledge and skills.
  
  • Positive experiences = enhance brain development
    negative experiences= interfere with brain development
  
  • Warm & responsive care during infancy is critical to healthy development.
Can Early Education Make a Difference?

Effects of Early Childhood Education

Perry Preschool Project (Longitudinal Study 1962 - )

What were the finding on this longitudinal study?
Can Early Education Make a Difference?

The Power and Responsibility of teachers

- Teachers of young children have a lot of power.
- Teachers of young children have a lot of responsibility to provide the best possible care and education.
- Teachers need to understand child development theory

Quality early education = long lasting positive effects on children and society.
Theoretical Foundations of Early Childhood Education

• Developmental Approaches
  • Children pass through stages of development
  • Children are viewed as “whole”
  • physical, social, emotional, cognitive, creative

Developmentally Appropriate Practice (DAP)
  • Learning activities planned for children are placed at the correct level for their stage of development, are suited to the child's tastes, abilities, and cultures.
  • What is an appropriate creative activity for a 2 year old?
Theoretical Foundations of Early Childhood Education

Psychoanalytic Theory

• Sigmund Freud
• Erik Erikson

Family-Ecological Theory

• Urie Bronfenbrenner
Theoretical Foundations of Early Childhood Education

• Active Learning, Constructivist Theories
  ○ Contributions of Jean Piaget
  ○ Contributions of Lev Vygotsky
  ○ The Reggio Emilia Approach

• Behaviorist or Learning Theory
Types of Early Childhood Education

• All Programs Include Children with Special Needs

• Individuals with Disabilities Education Act, Parts B and C

• **Part B** provides services for individuals with disabilities from birth-21 years of age.

• **Part C** provides services to infants and toddlers with disabilities.

• IDEA ensure that children with disabilities have “free appropriate public education” available to them.
Types of Early Childhood Education

Center-Based Care

• Most common form of child care
• Serve 13 or more children
• Licensed by the state
• Quality varies from center to center. No national quality control
• Some centers are accredited by the NAEYC & tend to have higher quality.
• May have teachers with different degrees
Types of Early Childhood Education

1. **Compensatory Programs**
   - Compensate for the deficiencies in the child's home
   - Low income families

   **A. HEAD START 1965**
   - Provides comprehensive education, health, nutrition & parent involvement services to children & families.

   **B. EARLY HEAD START 1994**
   - For infants and toddlers and pregnant women
Types of Early Childhood Education

2. Montessori Schools
   • Privately owned
   • Based on Maria Montessori's philosophy
   • Multi-aged classroom
   • Children freely choose to work with specially prepared materials

3. Demonstration or Laboratory Schools
   • Connected w/teacher training institutions or research programs
   • Training facilities for student teachers
Types of Early Childhood Education

4. Family Child Care

- For small groups of children in the provider's home
- Frequently used for infants and toddlers
- More intimate, homelike and flexible
- Working from home generates income
- Some are licensed by the state
Types of Early Childhood Education

5. Elementary Grades K-3

- No Child Left Behind Act of 2001
- Federal legislation requires states to make sure that qualified teachers are in public schools
- Schools have to use research based learning standards
- Schools have to assess children's performance in reading, language arts, science, math in grades 3-8
- Schools are held accountable for children's performance results
From Theory to Practice

• Over 11 million preschool aged children are in child care today
• More common for a child under age 5 to be in child care than to be at home with parents.

Why is childcare so in demand?
Basic Premises of This Text

• Education's Purpose is to Empower Students to Develop Themselves

• Physical and Emotional Health are Fundamental to a Child's Well-Being

• Children Learn Most Easily Through Direct Experience
Basic Premises of This Text

• Children Pass Through Different Stages of Development

• Children Do Not Exist in Isolation as They Develop

• Children Need Time to be Children
Putting Premises into Practice: Planning a Good Day for Children

• Good Human Relationships Are a Fundamental Ingredient of a Good Day

• Families Must Be Included as Part of the Life of the School

High-Quality Education:

• Must be Developmentally Appropriate

• Must be Individualized

• Honors Diversity

• Uses Reasonable and Authentic Methods of Assessment

• Has a Balance Between Self-Selection and Teacher Direction
Putting Premises into Practice: Planning a Good Day for Children

High-Quality Education:
• Is Comprehensive
• Stems from Intentional Teaching
• Combines Stability and Regularity with Flexibility
• Has Variety
  ◦ Different kinds of experiences/changes in experience
  ◦ Changes of pace
• Learning Must Be Based on Actual Experience and Participation
  ◦ Play Is an Indispensable Avenue for Learning
Putting Premises into Practice: Planning a Good Day for Children

• The Program Should Be Reflected on Daily

• High-Quality Education Promotes Ethical Standards for Teachers

• High-Quality Education Should Encourage Advocacy

• The Day Should Be Pleasurable