Early Childhood Education
Building a Philosophy for Teaching
Preface

Early childhood teachers in the 21st century face unique educational, family, and societal challenges. Changes in educational policies and practices are leading to new ideas about how to organize and deliver educational programs. We think it is important to help student teachers develop a sense of professional identity and confidence in their ability to respond to the educational needs of young children in contemporary society. It is equally important that teachers recognize the diversity of childhood life experiences represented within their classrooms. It is for these reasons that we take an ecological perspective in this textbook to address the different contexts that influence the care and education of children from birth through age 8:

- **Childhood development.** We examine the physical, cognitive, language, and social-emotional development of children from birth to age 8 in relationship to both theory and research. Likewise, the implications of developmental trends are addressed in regard to family influences and educational practices.
- **Historical precedents.** It is important that students develop a sense of professional continuity with past, current, and emerging educational practices. Subsequently, we review the historical precedents of early childhood education to place current educational issues within a historical perspective.
- **Classroom organization.** We address the design elements associated with organizing child-centered learning centers for both classroom and playground settings. Again, readers are guided through activities in which they apply organizational principles presented in the textbook.
- **Curriculum integration.** Finally, we emphasize how an early childhood curriculum can be integrated across subject-matter content and incorporate families, developmental theories, and issues of diversity. We thus consider the chapter on curriculum integration as a capstone to current trends that challenge teachers to integrate information from various contexts in their planning and facilitation of early childhood educational practices.
TEXTBOOK FEATURES

The features of this textbook are designed to assist readers in achieving these goals:

• In each chapter, students are asked to reflect upon key ideas as a means of developing one theme associated with their philosophy of teaching. Students are asked to save their philosophy of teaching. Students are also asked to save their reflective exercises. These are discussed as a whole in the final chapter when students finalize and defend their personal philosophy of teaching.

• Issues of diversity are integrated into discussions of history, childhood development, assessment, classroom organization, behavior management, and curriculum models. The integration of diversity across chapters allows students to better understand and appreciate the diverse abilities and life experiences of young children.

• Educational policies. We discuss a range of educational policies and their influence on educational practices. Students are encouraged to consider how these emerging policies might impact their professional lives.

• Family-school relations. Chapters on family development and family-school relations provide students with theoretical guides for understanding family lives, communicating with families, and involving families in planning and implementing early childhood educational practices.

• Assessment. Readers are encouraged to consider multiple assessment approaches when assessing children’s development and educational gains. Subsequently, various assessment strategies are summarized.

• Behavior management. The guidance of children’s behavior in group settings can be controversial. We therefore examine multiple perspectives of behavior management to provide readers with insight into the various views held on this topic by professionals and families.

• Curriculum models. We also review multiple early childhood curriculum models and their relevance to addressing families and issues of diversity. Readers are encouraged to consider how various curriculum models relate to their own philosophy of early childhood education.

Pedagogical Elements

• Chapter-opening questions help students define essential developmental and educational concepts.

• Case studies allow students to see the personal side of children’s family and school lives. The case studies also encourage students to examine their personal reactions to complex situations.
• “Checklists” and “Tips for Teachers” provide quick summaries of factors to consider when assessing or implementing educational practices.
• Figures and tables clarify and extend the key ideas presented in the textbook.
• Boxes provide further examples of how research and theory influence teaching practices in early childhood classrooms.
• End-of-chapter activities encourage students to apply, investigate, or discuss contemporary educational issues.

ACKNOWLEDGMENTS

There are numerous people who have assisted us in the completion of this textbook. We thank the many teachers, teacher assistants, family-school coordinators, and administrators in Georgia and Virginia who offered ideas and opportunities for us to be in a variety of child-care, preschool, kindergarten, and primary-grade settings. We are also indebted to our faculty colleagues and support staff at The University of Georgia and George Mason University. We appreciate the specific contributions of Barbara Benson, Marilyn Rahilly, and Carlos Toledo for their assistance in conducting research, developing ideas for case studies, and securing permissions. We especially recognize Ruth Steinbrenner for her contributions to the cognitive development, assessment, and classroom organization chapters; Rachel Sweeney for allowing us to use many of her integrated lesson and unit plans; and Becky Olson for her advice on inclusion within different early childhood settings.

We thank the following reviewers for their helpful comments: Georjanna Cornelius, New Mexico State University; Sandra B. Decosta, Indiana State University; Natalie L. Delcamp, Rollins College (FL); Barbara N. Duffield, University of Toledo; Esther H. Egley, Mississippi State University; Ione M. Garcia, Illinois State University; Barbara G. Graham, Norfolk State University; Joan E. Herwig, Iowa State University; Joan M. Hildebrand, Towson State University; Florence Leonard, Towson State University (Retired); Elaine S. Lyons, Luzerne County Community College (PA); and Colleen K. Randel, The University of Texas at Tyler.

We thank Ann C. Davis, Senior Editor, for her assistance, vision, and knowledge while developing, refining, and revising this textbook. We especially appreciate the extensive efforts of Hope Madden, Developmental Editor, and Kate Scheinman, Editorial Director at Carlisle Publishers Services, in assisting us in the book’s completion and publication. The support provided by our department heads and deans was central in allowing us to focus on text development. We are therefore appreciative of the support and guidance provided by Drs. Denise Glynn, Sharon Price, Patsy Skeen, and George Stanic at the University of Georgia and Associate Dean Martin Ford, Dean Gary Galluzzo, and Dean Gustavo Mellander at George Mason University.
Technology is a constantly growing and changing aspect of our field that is creating a need for content and resources. To address this emerging need, we have developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

In creating a Companion Website, our goal is to build on and enhance what the textbook already offers. For this reason, the content for each user-friendly website is organized by chapter and provides the professor and student with a variety of meaningful resources. Common features of a Companion Website include:

**For the Professor**

Every Companion Website integrates **Syllabus Manager™**, an online syllabus creation and management utility.

◆ **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.

◆ Students may logon to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you’ve assigned to your syllabus.

◆ After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.

◆ Class dates are highlighted in white and assignment due dates appear in blue. Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.

In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.

Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next login.

For the Student

♦ Chapter Objectives—outline key concepts from the text

♦ Interactive self-quizzes—complete with hints and automatic grading that provide immediate feedback for students

After students submit their answers for the interactive self-quizzes, the Companion Website Results Reporter computes a percentage grade, provides a graphic representation of how many questions were answered correctly and incorrectly, and gives a question by question analysis of the quiz. Students are given the option to send their quiz to up to four email addresses (professor, teaching assistant, study partner, etc.).

♦ Message Board—serves as a virtual bulletin board to post–or respond to–questions or comments to/from a national audience

♦ Net Searches—offer links by key terms from each chapter to related Internet content

♦ Web Destinations—links to www sites that relate to chapter content

To take advantage of these resources, please visit the Early Childhood Education: Building a Philosophy for Teaching Companion Website at www.prenhall.com/white
Contents in Brief

**chapter 1** Building a Personal Philosophy of Teaching: Concepts of Development and Education 2

**chapter 2** Historical Perspectives on Early Childhood Education 22

**chapter 3** Social Trends, Policies, and Programs in Early Childhood Education: Strategies for Integration 62

**chapter 4** Early Childhood Physical Development 86

**chapter 5** Cognitive and Language Development 114

**chapter 6** Early Childhood Social-Emotional Development 146

**chapter 7** Principles of Family Development 178

**chapter 8** Family-School Relations: Promoting Family Involvement 198

**chapter 9** Assessment of Young Children 230

**chapter 10** Approaches to Early Childhood Curriculum 256

**chapter 11** Organizing Classroom and Outdoor Learning Environments 286

**chapter 12** Guiding and Managing the Behavior of Young Children 330

**chapter 13** Integrating a Child-Centered Curriculum 358
Contents

chapter 1  Building a Personal Philosophy of Teaching: Concepts of Development and Education  2

CHAPTER OVERVIEW  3

UNDERSTANDING THE LINKS BETWEEN DEVELOPMENT AND EDUCATION  3
  How Do Children Develop?  4
  What Is Education?  8
  What Is the Relationship Between Children’s Development and Education?  9
  How Do Children Learn?  12
  Who Has Responsibility for Educating Young Children?  16

DEVELOPING A TEACHING PHILOSOPHY  17
  Developmental Philosophy  18
  Instructional Philosophy  19
  Ecological Philosophy  19
  Humanistic Philosophy  19

CHAPTER SUMMARY  20

ACTIVITIES  20

chapter 2  Historical Perspectives on Early Childhood Education  22

CHAPTER OVERVIEW  3

1400–1600: BEGINNINGS OF EARLY CHILDHOOD EDUCATION  25
  The Reformation  24

1600–1800: EMERGING AWARENESS OF THE IMPORTANCE OF EARLY CHILDHOOD EDUCATION  25
  Influential People  29

1800–1900: EXPANSION AND CHANGE IN EARLY CHILDHOOD EDUCATION  32
  The Child Study Movement  36
  Froebel and the Growth of Kindergarten  37
  Growth of Kindergarten in the United States  38

1900–1950: ESTABLISHMENT OF EARLY CHILDHOOD EDUCATION  39
### Chapter 3: Social Trends, Policies, and Programs in Early Childhood Education: Strategies for Integration

**Chapter Overview**

POLICIES INFLUENCING SCHOOL OPERATIONS AND TEACHING PRACTICES

- School Governance
- The Quality, Compensation, and Affordability Movement
- Developmentally Appropriate Practices

FULL-SERVICE SCHOOLS

- Characteristics of Full-Service Schools
- Criteria for Creating Full-Service Schools

SCHOOL PROGRAMS FOR A CHANGING SOCIETY

- Changing Expectations of Teachers
  - Teachers Have Multiple Roles
  - Teachers Are Advocates

**Chapter Summary**

**Activities**

---

### Chapter 4: Early Childhood Physical Development

**Chapter Overview**

PRINCIPLES OF PHYSICAL GROWTH AND DEVELOPMENT

- General-to-Specific Movements
- Directional Growth
- Reflexive-to-Voluntary Movement
- The Secular Trend
- Catch-Up Growth

PHYSICAL GROWTH AND DEVELOPMENT TRENDS

---

Contents

Physical Growth Trends 91
Perceptual-Motor Milestones and Trends 93

CHILDREN WITH DIVERSE ABILITIES 96
Legislation Addressing Children with Diverse Abilities 96
Adapted Physical Activity 101
Least Restrictive Environment 101
The IEP and IFSP 104

PLANNING FOR CHILDREN’S HEALTH 106
Environmental Toxins 106
Communicable Diseases 107
Early Childhood Nutrition 109

CHAPTER SUMMARY 112
ACTIVITIES 112

---

chapter 5  Cognitive and Language Development

CHAPTER OVERVIEW 115

RECENT FINDINGS FROM BRAIN RESEARCH 115

PIAGET’S COGNITIVE DEVELOPMENTAL THEORY 117
The Organizing Processes of Cognition 118
Piaget’s Stages of Development 120

INFORMATION-PROCESSING THEORY 125
Attention 126
Memory 126
Metacognition 127

VYGOTSKY’S SOCIOCULTURAL THEORY 129
Zone of Proximal Development 130
Scaffolding 132
Private Speech 132

ALTERNATIVE VIEWS OF INTELLIGENCE AND COGNITION 135
Sternberg’s Triarchic Theory of Intelligence 135
Gardner’s Theory of Multiple Intelligences 136

LANGUAGE DEVELOPMENT 136
Prelinguistic Communication 138
Language Development in the Preschool Years 141
Language Development in 5- to 8-Year-Olds 144

CHAPTER SUMMARY 145
ACTIVITIES 145
Early Childhood Social-Emotional Development

CHAPTER OVERVIEW 147
ERIK ERIKSON’S SOCIAL-EMOTIONAL THEORY 147
Social-Emotional Development Across the Lifespan 147
An Interactionist Perspective 148
Social-Emotional Development and Ego Identity 149
Invariant Stages of Social-Emotional Development 149
ERIKSON’S STAGES OF SOCIAL-EMOTIONAL DEVELOPMENT 150
Stage 1. Trust Versus Mistrust (Birth to 12–18 Months) 150
Stage 2. Autonomy Versus Shame and Doubt (18 Months to 3 Years) 155
Stage 3. Initiative Versus Guilt (3 to 6 Years) 157
Stage 4. Industry Versus Inferiority (6 Years to Adolescence) 164
KOHLBERG’S THEORY OF MORAL DEVELOPMENT 171
Stages of Moral Reasoning 174
Application of Kohlberg’s Theory 175
CHAPTER SUMMARY 177
ACTIVITIES 177

Principles of Family Development

CHAPTER OVERVIEW 179
DEFINING FAMILIES 179
THE SOCIAL CONTEXT OF CONTEMPORARY FAMILY LIVES 180
The Family-Consumer Economy 180
The Companionsate Family 183
CONTEMPORARY FAMILY MYTHS AND FACTS 185
The Myth that Families Are Self-Sufficient 185
The Myth that Children Strengthen Unhappy Marriages 186
The Myth that Conflict Is a Sign of a Dysfunctional Family 187
THEORETICAL PERSPECTIVES OF FAMILY DEVELOPMENT 188
Family Development Perspective 188
Structure-Functional Perspective 190
Social Exchange Perspective 192
Systems Perspective 192
Applying Theoretical Perspectives to the Classroom 195
CHAPTER SUMMARY 196
ACTIVITIES 196
THE BEHAVIORIST APPROACH  266
  Principles and Goals  266
  Behaviorism Applied to Early Childhood Education  267
THE CONSTRUCTIVIST APPROACH  270
  Principles and Goals of the Kamii-DeVries Curriculum Approach  271
DEVELOPMENTALLY APPROPRIATE PRACTICE APPROACH  275
  Principles and Goals  276
CHAPTER SUMMARY  284
ACTIVITIES  285

chapter 11 Organizing Classroom and Outdoor Learning Environments  286
CHAPTER OVERVIEW  287
KEY ORGANIZATIONAL PRINCIPLES  287
  Principle 1: Developmentally Appropriate Learning Environments  288
  Principle 2: Inclusion  288
  Principle 3: Balance  289
  Principle 4: Continuity and Flexibility  290
  Principle 5: Safety  290
SELECTION OF CLASSROOM MATERIALS AND EQUIPMENT  290
  Familiarity  290
  Durability  294
  Safety  294
  Scale  295
  Variety and Supply  295
  Open-Ended Materials  296
  Teachers as Educational Material  296
ORGANIZING CLASSROOM LEARNING CENTERS  297
  Simplicity  303
  Softness  303
  Senses  303
  Stimulation  304
  Stability  305
  Safety  308
  Sanitation  311
ORGANIZING OUTDOOR LEARNING CENTERS  312
  Principles of Playground Design  312
DAILY SCHEDULES  321
chapter 12  Guiding and Managing the Behavior of Young Children  
CHAPTER OVERVIEW  
PERSONAL EXPERIENCES  
  Defining Behavior Management  
THE GOAL OF BEHAVIOR MANAGEMENT  
  Determination  
  Dependability  
  Diligence  
CHILD GUIDANCE VERSUS CHILD OBEDIENCE  
  Punishment Versus Understanding  
  Short-Term External Control Versus Long-Term Internal Control  
  Focus on Conformity Versus Self-Expression  
  Teacher-Centered Versus Team-Centered  
  Group Focus Versus Individual Focus  
  Reactive Versus Proactive  
BEHAVIOR MANAGEMENT MODELS  
  Haim Ginott: A Low-Control Perspective of Behavior Management  
  Rudolf Dreikurs: A Medium-Control Perspective of Behavior Management  
  Lee Canter: A High-Control Perspective of Behavior Management  
CHAPTER SUMMARY  
ACTIVITIES

chapter 13  Integrating a Child-Centered Curriculum  
CHAPTER OVERVIEW  
THEMATIC UNITS AND INTEGRATED CURRICULUM  
  Integrated Curriculum  
  Thematic Units  
PLANNING INDIVIDUAL LESSONS
PLANNING INTEGRATED UNITS USING THEMES 371
Webbing 373
Components of a Thematic Unit 377
Concepts 380
Procedures 381
Evaluation 388
CHAPTER SUMMARY 389
Revisiting Your Teaching Philosophy 389
ACTIVITIES 390

References 392

Index 409
This introductory book considers early childhood issues within the context of society, family, and classroom approaches that influence the care and education of children from birth through age eight to help teachers build their teaching philosophy. Contains detailed cases, teaching checklists, tips for teachers, and philosophy building activities in every chapter. Provides four chapters on child development. Presents chapters on family development and family-school relations. For Education and School Administrators in Early Childhood Education.