Ann Miles Gordon
Kathryn Williams Browne

BEGINNINGS & BEYOND

Foundations in Early Childhood Education

10th edition

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Ann Miles Gordon
Consultant

Kathryn Williams Browne
Skyline College

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Ann Miles Gordon and Kathryn Williams Browne

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Dedication

For my granddaughter, Abra Clawson, upon her graduation. May you continue to be blessed with a life that challenges your heart and your mind and leads you toward new horizons and adventures. Always remember how much you are loved.
—Grammy (aka AMG)

To my Dad, Doc Williams, whose steady support helped shape me into who I am today. In the end, all is love and energy.
—KWB

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Preface

Our Viewpoint

The early childhood field is a dynamic profession full of many challenges and great rewards. Teachers being educated today have the opportunity to respond to and affect the critical issues facing early childhood educators now and in the future. Students confront the challenge of teaching a diverse group of learners differentiated by their gender, abilities, ethnic and cultural backgrounds, family support, values, and beliefs. They learn to navigate the tension between standards and assessments and developmentally appropriate principles and practices. Through field experiences, students experience the everyday commitment to children's growth and learning. They learn the meaning of professionalism and how their own personal development can foster a vibrant professional life. In order to accomplish this daunting but exciting task, students need a text that is current, comprehensive, and able to connect knowledge and theory to the classroom—one that draws on a variety of models to deepen their understanding of themselves as members of a lively and fulfilling profession. *Beginnings and Beyond: Foundations in Early Childhood Education* accomplishes that goal.

The purpose of *Beginnings and Beyond* is to promote the competence and effectiveness of new teachers through a presentation of basic knowledge, skills, attitudes, and philosophies based on the premise that new teachers must have opportunities to learn fundamental skills as they begin their teaching experience. The text expresses a viewpoint about quality early education and what practices ensure excellence. In the area of cultural sensitivity and multicultural relationships, we promote a "both/and" attitude, following the National Association for the Education of Young Children (NAEYC) guidelines for Developmentally Appropriate Practices (DAP). This expansive and inclusive way of thinking provides a flexible, nonpolarizing approach to the complexities of early childhood practices. Readers will find the "both/and" influence throughout the text, but especially in the areas of early literacy, spiritual development, discipline, diversity, and anti-bias strategies. The point of "both/and" is particularly emphasized in family–school relationships, where differences and distinctions are always at play.

Developmentally and Culturally Appropriate Practices (DCAP)

Developmentally and culturally appropriate practices (DCAP) continue to be subthemes of this text. We emphasize the importance of creating programs and building curricula based on an understanding of development, of the nature of the child, and of the family and environmental factors affecting a child's growth and development. We believe that it is important that students realize the deep and crucial contributions that children's family, culture, and language make to development. NAEYC's years of experience in the definition and application of DAP and DCAP have given us further insights, which are reflected throughout the book.

Demographic issues drive the direction of early childhood programs, and the text reflects that fact. *Beginnings and Beyond* maintains the emphasis that every child and family is unique and that they deserve respect and affirmation. This edition, therefore, weaves a strong multicultural perspective and consciousness throughout the text to help prospective teachers and caregivers increase their sensitivity to different cultural practices and values. This feature has become one of the book's strongest points.

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How Do We Meet the Needs of Today's Learners?

Beginnings and Beyond is intended for college students who are interested in young children from infancy through age 8, beginning teachers who plan to engage in early care and education, practitioners in direct service to children and families, and professionals in the workforce who are enlarging their knowledge base. The text provides a foundational base for an understanding of the crucial early years of life and educational systems and to work with children in these contexts. Through our comprehensive chapter coverage and unique pedagogical features, we provide a resource that meets the needs of today's early child educators.

Chapter Organization

The overall organization of the book takes students from the history of early childhood education (ECE) to current issues and future trends. Four key themes emphasized in the beginning and ending chapters weave the past and present together as students learn about (1) social reform, (2) the importance of childhood, (3) transmitting values, and (4) professionalism.

Five basic questions set the tone for each section by asking the reader to reflect on the wide-ranging nature of ECE. The book's flexibility allows instructors to begin with any section that seems appropriate to meet the needs of their classes. The five sections and chapter descriptions are as follows:

- **What Is the Field of ECE?** In Section 1 of this book, descriptions of early childhood history and the types of programs provide a basis for understanding the complexity of the field.

  Chapter 1 describes the origin of early education through history, which forms the theory on which students base their teaching, and then students learn about events that have shaped the field. Students meet the many contributors to ECE, such as the famous (Jean-Jacques Rousseau, John Dewey, and Patty Smith Hill), the ancient (the Greeks), and contemporary influences (the Reggio Emilia system). New ideas about building a personal philosophy of teaching and neuroscience challenge students to apply historical ideas to present-day practices.

  Chapter 2 moves the student directly into the importance of DAP in creating high-quality programs for young children. The principles of DAP are matched with examples of DAP in action so that students see a direct correlation between the DAP criteria and classroom applications. A discussion of early childhood core programs leads into variations of programs for different ages. The section on the relationship between assessment and high-quality programs helps students understand the various issues that affect quality.
- **Who Is the Young Child?** Section 2 of this book begins with a discussion of the young child's growth, followed by an overview of the developmental and learning theories that form the cornerstone of our knowledge about children.

  Chapter 3 provides students with an understanding of the nature of the children they teach and their common characteristics, wide individual differences, and (as applicable) special needs. Word Pictures, which are age-level descriptions, are a popular feature with students who have used this text because they enable students to anticipate children's needs and plan appropriate experiences that are inclusive of all children.

  Chapter 4 gives students a concise description of the major universal and life-span theories and key developmental topics on which sound teaching principles and practices are based. Attachment, moral development, play, and identity are cornerstones of learning, and updated information on language learning and gender stereotyping, as well as neuroscience research, put the leading theories to use.
- **Who Are the Teachers?** Section 3 of this book defines the aggregate of influences that act as teachers in the early childhood setting. Each chapter enlarges students' views of what makes a professional teacher.

  Chapter 5 describes the roles and responsibilities of an early childhood teacher as "professionalism in action," and introduces students to a broader definition of teaching. Examples of everyday ethical dilemmas provide opportunities for students to discuss their values and beliefs in response to the NAEYC Code of Ethical Conduct. The chapter also explores team-teaching situations, the importance of teacher evaluations, and the key elements for successful field experiences.

  Chapter 6 enhances students' ability to observe and record the behavior and development of young children. Along with a comprehensive description of observational tools and effective techniques, the specific topics of inclusion and dual language learners are addressed. Moreover, there are updated segments about child evaluation, early learning standards, and concerns about testing and screening.

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Chapter 7 demonstrates how guidance and behavior are critical factors in the life of a classroom teacher through vignettes that help students understand how and why young children behave as they do. Problem solving, conflict resolution, and a wide range of guidance techniques give students the necessary tools to guide young children's behavior.

Chapter 8 offers students a perspective on the all-important collaboration of families and teachers in creating the best possible learning environment for young children. Discussions of the definition of a family, today's family structures, and challenges facing parents bring relevance to students' experiences.

Chapter 9 defines the characteristics of high-quality environments that include elements of health, safety, and nutrition, as well as approaches that emphasize anti-bias, self-help, and the inclusion of children with varying abilities. Key dimensions of the physical, temporal, and interpersonal environments help students understand how the intentional use of the environment serves as a teaching strategy for positive behavior and engaged learning.

- **What Is Being Taught?** Section 4 of this book is a composite answer to the all-important question, "What are we teaching our children?" The first chapter in the section discusses the role of the curriculum, and four additional chapters address curricula for the major developmental domains.

  Chapter 10 is based on the premise that a high-quality curriculum is the foundation for early childhood learning, and it provides students with examples and models of DCAP approaches to a well-planned curriculum. Students learn the importance of play, how to develop emergent and integrated curricula, and how to create projects. They can use the text to understand how different learning styles can be applied to curriculum development and look at five popular curriculum models.

  Chapter 11 explores the physical and motor skills of young children, the importance of learning through movement, and basic skills that children need to learn. It helps students plan appropriate experiences and curricula that strengthen children's physical growth.

  Chapter 12 translates cognitive research, such as developmental psychology, multiple intelligences, and neuroscience, into curriculum practices. Science, technology, engineering, math, and the arts (STEAM) are included, as well as activity simplification and a "Special Topic" feature on technology and media.

  Chapter 13 addresses the development of language and literacy, including issues around Core Standards work in the United States. The many ways that teachers provide skill experiences for children is addressed, along with strategies for communication competence and a "Special Topic" feature about curricula for dual language learners.

  Chapter 14 offers conceptual information about the psychosocial domain (emotional, social, creative, and spiritual dimensions) and expands into effective curriculum approaches for emotional feelings, social sharing, creativity, and acknowledging the spirit, along with a "Special Topic" feature about emotional intelligence.

- **How Do We Teach for Tomorrow?** Section 5, which encompasses Chapter 15, helps students take a broad look at issues facing the early childhood field today. Finally, it serves as a bookend to the first chapter, repeating the four basic themes of the text in light of current needs:

  1. "Ethic of Social Reform" reflects current issues, such as affordable child care, universal preschools, and the influence of national legislation.
  2. "The Importance of Childhood" explores childhood stress, abuse and neglect, poverty, and divorce and their effects on children.
  3. "Transmitting Values" includes the media culture, the effect of violence, and several aspects of social diversity.
  4. "Professionalism" lays out standards for children's programs and professional competencies, as well as advocacy.

In each of these sections, students can learn about the reality of children's lives and how early childhood professionals can help them prepare for the challenges and responsibilities of adult life.

Special Features and Pedagogy

In this book, we offer numerous learning aids and engaging features to enrich the learning experience of students and to connect theory to practice. These include the following:

- **Learning Objectives** at the beginning of the chapter match the main chapter headings to provide students with a clear road map to the topics they will encounter in each chapter. The Summary, Review Questions, and Observe and Apply activities at the end of each chapter are also linked to the Learning Objectives.
- **The revised NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation** that apply to each chapter are noted at the beginning of every chapter to help students focus on relevant chapter content.

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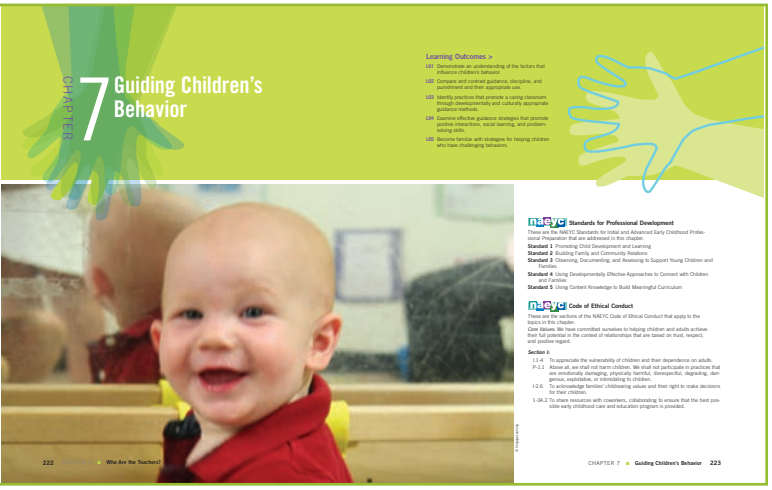

CHAPTER 7
Guiding Children's Behavior

Learning Outcomes >

L01 Demonstrate an understanding of the factors that influence children's behavior.

L02 Compare and contrast guidance, discipline, and punishment and their appropriate use.

L03 Identify practices that promote a caring classroom through developmentally and culturally appropriate guidance techniques.

L04 Examine effective guidance strategies that promote positive interactions, social learning, and problem-solving skills.

L05 Become familiar with strategies for helping children who have challenging behaviors.

NAEYC Standards for Professional Development

These are the NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation that are addressed in this chapter.

Standard 1 Promoting Child Development and Learning
Standard 2 Building Family and Community Relations
Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families
Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families
Standard 5 Using Content Knowledge to Build Meaningful Curriculum

NAEYC Code of Ethical Conduct

These are the sections of the NAEYC Code of Ethical Conduct that apply to the topics in this chapter.

Core Values We have committed ourselves to helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

Section I:

I-2.4 To appreciate the vulnerability of children and their dependence on adults.
P-1.1 Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children.
I-2.6 To acknowledge families' childrearing values and their right to make decisions for their children.
I-3A.2 To share resources with coworkers, collaborating to ensure that the best possible early childhood care and education program is provided.

- **The NAEYC Code of Ethical Conduct**, which highlights core values, ideals, and principles that apply to the chapter content, is featured at the beginning of each chapter. It provides opportunities for students to become familiar with the Code and see its direct application to the teaching experience.
- **Brain Research Says . . .** is a new feature in each chapter that highlights some of the most important aspects of brain research and development today. The research is linked to classroom use and teacher application through questions that invite students to reflect on how this relates to their teaching.

BRAIN Research Says ...

What Is Neuroscience, and Why Should We Care?

When the field of psychology began to develop in the 1800s, new questions began to surface about the brain and the mind. Freud's ideas about the subconscious mind, Piaget's concepts of the thinking mind, and behaviorists' work on changing thoughts and attitudes via shaping behavior all led to the emergence of cognitive science in the late 1980s. A landmark report by the National Academy of Sciences entitled *From Neurons to Neighborhoods: The Science of Early Childhood Development* (Shonkoff & Phillips, 2000) joined early childhood education with neuroscience. Since then, the development and availability of brain-imaging techniques provide glimpses of brain activity as an individual thinks and feels.

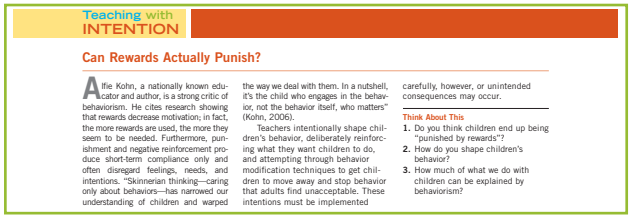
We are now in what might be called the "century of the brain." If the human brain is like the hardware of a computer, the mind may be seen as the software. Further, this software changes as it is used; people assign different meaning to the inputs and outputs of things. Brain structures can now be mapped on a matrix. The work of cognitive neuropsychologists allows us to link specific regions of the brain with specific cognitive processes such as verbal and memory skills, attention, emotional responding, and motor coordination. Experimental techniques used on animals (which could not be ethically used with humans) have revealed the brain regions that connect with psychological processes. Combining computed tomography (CT) and magnetic resonance imaging (MRI), technologies developed during the late 20th century, with the more recent functional magnetic resonance imaging (fMRI) and positron emission topography (PET) allows us to determine the location of tumors or lesions, as well as study the genetic basis of differences (Byrnes, 2001; Ansari & Coch, 2006).

The new frontier of neuroscience is showing us the remarkable plasticity of the brain, as well as the critical nature of the early years. "Early experiences determine whether a child's developing brain architecture provides a strong or weak foundation for all future learning, behavior and health" (Center on the Developing Child at Harvard University, 2007). Neuroscience and education create an ideal partnership in outlining a better understanding of how we learn so we can create more effective teaching methods and curriculum (Carew & Magsamen, 2010); Dubinsky, Roehrig, & Varma, 2013). Hand in hand with child development research and early education practitioners, we can address questions about why you—and society—must invest in young children.

Questions

1. If this is the "century of the brain," what do you think will change in educational practices?
2. What do you think parents should know about brain development in the first 5 years of a child's life?
3. What would "investing in young children" look like in your community? In your state?

- **Teaching with Intention** is a highlighted section in each chapter that discusses a concrete example related to the chapter content of how intentional teaching is practiced in early childhood programs. The questions at the end promote reflective teaching on the part of students.
- **Professional Resource Downloads** are downloadable, practical, and professional resources (which are often customizable) that allow students to immediately implement and apply the textbook's content in the field. Students can download these tools and keep them forever, enabling preservice teachers to build their library of practical, professional resources. Look for the "Professional Resource Download" label that identifies these items.


Teaching with INTENTION

Can Rewards Actually Punish?

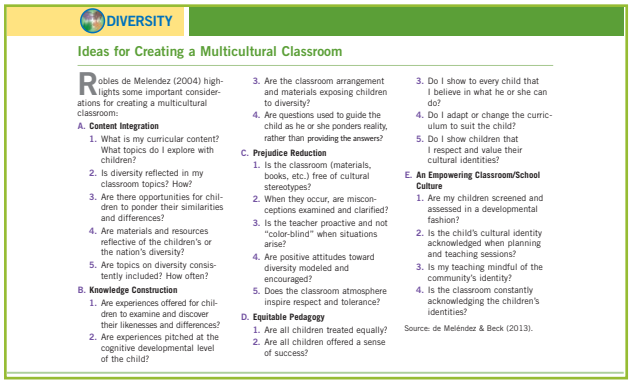
Alfie Kohn, a nationally known educator and author, is a strong critic of behaviorism. He cites research showing that rewards decrease motivation; in fact, the more rewards are used, the more they seem to be needed. Furthermore, punishment and negative reinforcement produce short-term compliance only and often disregard feelings, needs, and intentions. "Skinnerian thinking—caring only about behaviors—has narrowed our understanding of children and warped the way we deal with them. In a nutshell, it's the child who engages in the behavior, not the behavior itself, who matters" (Kohn, 2006).

Teachers intentionally shape children's behavior, deliberately reinforcing what they want children to do, and attempting through behavior modification techniques to get children to move away and stop behavior that adults find unacceptable. These intentions must be implemented carefully, however, or unintended consequences may occur.

Think About This

1. Do you think children end up being "punished by rewards"?
2. How do you shape children's behavior?
3. How much of what we do with children can be explained by behaviorism?

- **Developmentally Appropriate Practice (DAP) boxes** are included in each chapter to emphasize material that represents a DAP. This feature gives students a concrete example of DAP in action.
- **Diversity feature boxes** in every chapter bring attention to a relevant aspect of diversity (e.g., gender, language, inclusion, or culture) as an integral part of the teaching experience and expand students' understanding of what diversity means in the early childhood setting.


DIVERSITY

Ideas for Creating a Multicultural Classroom

Robles de Melendez (2004) highlights some important considerations for creating a multicultural classroom:

A. **Content Integration**
1. What is my curricular content? What topics do I explore with children?
2. Is diversity reflected in my classroom topics? How?
3. Are there opportunities for children to ponder their similarities and differences?
4. Are materials and resources reflective of the children's or the nation's diversity?
5. Are topics on diversity consistently included? How often?

B. **Knowledge Construction**
1. Are experiences offered for children to examine and discover their likenesses and differences?
2. Are experiences pitched at the cognitive developmental level of the child?
3. Are the classroom arrangement and materials exposing children to diversity?
4. Are questions used to guide the child as he or she ponders reality, rather than providing the answers?

C. **Prejudice Reduction**
1. Is the classroom (materials, books, etc.) free of cultural stereotypes?
2. When they occur, are misconceptions examined and clarified?
3. Is the teacher proactive and not "color-blind" when situations arise?
4. Are positive attitudes toward diversity modeled and encouraged?
5. Does the classroom atmosphere inspire respect and tolerance?

D. **Equitable Pedagogy**
1. Are all children treated equally?
2. Are all children offered a sense of success?
3. Do I show to every child that I believe in what he or she can do?
4. Do I adapt or change the curriculum to suit the child?
5. Do I show children that I respect and value their cultural identities?

E. **An Empowering Classroom/School Culture**
1. Are my children screened and assessed in a developmental fashion?
2. Is the child's cultural identity acknowledged when planning and teaching sessions?
3. Is my teaching mindful of the community's identity?
4. Is the classroom constantly acknowledging the children's identities?

Source: de Melendez & Beck (2013).

- **The Word Pictures special section** in Chapter 3 describes the major characteristics of children from infancy through 8 years of age. This popular feature helps students become familiar with expected behaviors in young children as a frame of reference for creating programs and planning curricula that respond to the children's interests, as well as their abilities and needs.
- **New and improved end-of-chapter aids** provide students with an overall review of the material within each chapter. The Summary, Review Questions, and Observe and Apply features are linked to the Learning Objectives at the beginning of the chapter and to the main chapter headings and suggest practical ways to integrate knowledge, theory, and experience. Key terms remind students of the most important

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Word Pictures

Four-Year-Old

Social–Emotional
Mood changes rapidly
Tries out feelings of power
Dominates; can be bossy, boastful, belligerent
Assertive, argumentative
Shows off; is cocky, noisy
Can fight own battles
Hits, grabs, insists on desires
Explosive, destructive
Easily over stimulated; excitable
Impatient in large groups*
Cooperates in groups of two or three*
Develops "special" friends,* but shifts loyalties often
May exclude others from play*
Resistant; tests limits
Exaggerates, tells tall tales
Alibis frequently
Teases, outwits; has terrific humor
May have scary dreams
Tattles frequently
Has food jags, food strikes

Language
Has more words than knowledge
A great talker, questioner
Likes words, plays with them
Has high interest in poetry
Able to talk to solve conflicts*
Responds to verbal directions
Enjoys taking turns to sing along
Interested in dramatizing songs, stories
Exaggerates, practices words

Active until exhausted
"Works": builds, drives, pilots
Can jump own height and land upright
Hops, skips
Throws large ball, kicks accurately
Hops and stands on one foot
Jumps over objects
Walks in a straight line
Races up and down stairs
Turns somersaults
Walks backward toe-heel
Accurate, rash body movements
Copies shapes such as a cross or square
Can draw a stick figure
Holds paintbrush in adult manner, pencil in fisted grasp
Can lace shoes
Dresses self except back buttons, ties
Has sureness and control in finger activities
Alternates feet going down stairs

Creative
Is adventurous
Shows vivid imagination
Displays great interest in violence in imaginary play
Loves anything new
Demonstrates more elaborate dramatic play
Makes up new words, sounds, and stories
Enjoys complexity in book illustrations
Exaggerates and goes to extreme

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Cognitive
Does some naming and representative art
Gives art products personal value
Can work for a goal*
Questions constantly*
Interested in how things work
Interested in life–death concepts
Has an extended attention span
Can do two things at once
Dramatic play is closer to reality*
Judges which of two objects is larger
Has concept of 3; can name more than 3 objects at a time
Has accurate sense of time
Full of ideas
Begins to generalize; often faulty*
Likes a variety of materials
Calls people names*
Has dynamic intellectual drive*
Has imaginary playmates
Recognizes several printed words

concepts, and the Helpful Websites and References provide added resources for students to expand their knowledge.

- **A correlation chart to the latest NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation** is found on the inside covers of this book. This handy chart makes it easier for students to see where the key standards in the field are addressed in specific chapters and topics throughout the text.

What's New in This Edition

The tenth edition of *Beginnings and Beyond* represents a completely updated work, both in content and presentation. Some highlights of the new coverage and features include the following:

- **Every chapter has revised figures, photos, charts, and updated information**, making information more accessible and allowing students to readily grasp the material through features that challenge them to think about their desire to teach, inform them of best practices, and reinforce the content.
- **Special boxed features called "Brain Research Says"** draw out connections to brain research in relation to specific chapter content and conclude with critical thinking questions.
- **Developmentally Appropriate Practices (DAP)** discussions are highlighted in each chapter as a separate feature, and references are found throughout the text.
- **Diversity** continues to be integrated and emphasized throughout the text, but it is also highlighted with a new "Diversity" boxed feature in each chapter. Dual language learning is integrated into most chapters, as are features on lesbian, gay, bisexual, and transgendered (LGBT) people and children with special needs.
- The topic of **intentional teaching** is highlighted by a boxed feature in each chapter called "Teaching with Intention," which offers a specific, content-related example and reflection questions.
- **Expanded coverage of key areas**, including poverty, special needs, LBGT information, dual language learning (DLL), core standards, play-based learning, children with special needs, behavior that is challenging, team teaching, diversity, emergent curricula, brain-based learning, technology and digital media use, professionalism, school-age children, and current issues and trends in the field.
- **A completely new and improved design** strengthens the presentation of this book and improves students' comprehension.
- **MindTap for Education** is a first-of-its kind digital solution with an integrated e-portfolio that prepares teachers by providing them with the knowledge, skills, and competencies that they must demonstrate to earn an education degree and state licensure, and to begin a successful career. Through activities based on real-life teaching situations, MindTap elevates students' thinking by giving them experiences in applying concepts, practicing skills, and evaluating decisions, guiding them to become reflective educators.

Accompanying Teaching and Learning Resources

The tenth edition of *Beginnings and Beyond* offers many ancillary materials that can support and enhance the text experience and an instructor's presentation of the course. From planning to presentation to testing, materials are available to provide students with an engaging and relevant exposure to the broad scope of topics in ECE.

Instructor's Manual and Test Bank

An online Instructor's Manual accompanies this book. It contains information to assist the instructor in designing the course, including teaching tips, chapter outlines, review questions, key terms, additional readings, chapter summaries, and resource lists. For assessment support, the updated test bank includes true/false, multiple-choice, matching, and short-answer questions for each chapter.

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Microsoft PowerPoint Lecture Slides

Designed with the goal of making instructors' lectures more engaging, these handy Microsoft® PowerPoint® slides outline the chapters of the main text in a classroom-ready presentation, making it easy for instructors to assemble, edit, publish, and present custom lectures.

Cognero

Cengage Learning Testing Powered by Cognero is an online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your Learning Management System (LMS), your classroom, or wherever you want.

MindTap: The Personal Learning Experience

MindTap for *Beginnings and Beyond* represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform with an integrated e-portfolio, MindTap helps students to elevate their thinking by guiding them to:

- Know, remember, and understand concepts critical to becoming a great teacher
- Apply concepts, create curricula and tools, and demonstrate performance and competency in key areas in the course, including national and state education standards
- Prepare artifacts for the portfolio and eventual state licensure, to launch a successful teaching career
- Develop the habits to become a reflective practitioner

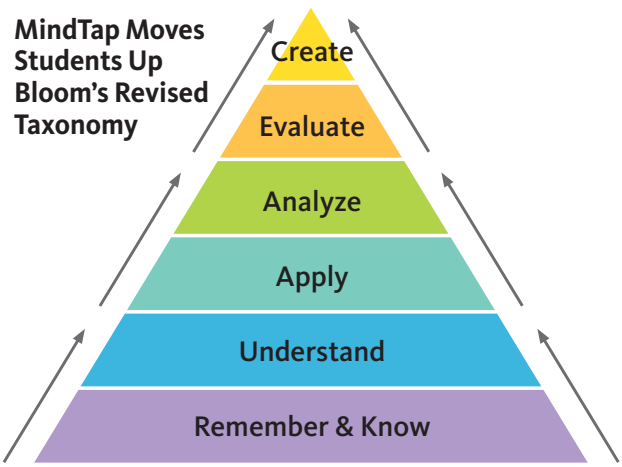
As students move through each chapter's Learning Path, they engage in a scaffolded learning experience that is designed to move them up Bloom's taxonomy from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence by:

- Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about authentic videos of teachers teaching and children learning in real classrooms
- Checking their comprehension and understanding through "Did You Get It?" assessments, with varied question types that are autograded for instant feedback
- Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations, and then create a reasoned response to the issues presented in the scenario
- Reflecting about and justifying the choices they made within the teaching scenario problem

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. MindTap enables instructors to facilitate better outcomes by:

- Making grades visible in real time through the Student Progress App so that students and instructors always have access to current standings in the class
- Using the Outcome Library to embed national education standards and align them to student learning activities, and also allowing instructors to add their state's standards or any other desired outcome
- Allowing instructors to generate reports on students' performance with the click of a mouse against any standards or outcomes that are in their MindTap course
- Giving instructors the ability to assess students on state standards or other local outcomes by editing existing MindTap activities or creating their own, and then by aligning those activities to any state standards or other outcomes that the instructor has added to the Outcome Library

MindTap for *Beginnings and Beyond* helps instructors easily set their course, since it integrates into the existing LMS and saves them time by allowing them to fully customize any aspect of the Learning Path. Instructors can change the order of the student learning activities, hide activities they do not want for the course, and—most important—create custom assessments and add any standards, outcomes, or content that they do want (e.g., YouTube videos, Google Docs). Learn more at www.cengage.com/mindtap.



Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.

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About the Authors

Ann Miles Gordon has been an early childhood professional for more than 45 years as a teacher of young children, a teacher of parents, and a teacher of college students. She has taught in laboratory schools, church-related centers, and private and public preschool and kindergarten programs. Ann taught at the Bing Nursery School, the laboratory school for Stanford University's Department of Psychology, where she also was a head teacher and lecturer in the department. Ann also served as an adjunct faculty member in several community colleges, teaching the full gamut of early childhood courses. Ann served for 14 years as executive director of the National Association of Episcopal Schools, where more than 1,100 early childhood programs were part of her network. Ann is semiretired and a hands-on grandmother of two, and she volunteers as a consultant to a number of church-based early childhood programs in the San Francisco area.

Kathryn Williams Browne has been teaching children, families, and students for more than 30 years. First a teacher of young children—nursery school, parent cooperative, full-day child care, prekindergarten, bilingual preschool, kindergarten, and first grade—she later moved to Stanford University's lab school, where she served as head teacher and a psychology lecturer. Co-authoring *Beginnings and Beyond* with Ann was enhanced by Kate's role as a parent: her two children were born during the first two editions, so the book developed along with them. Her consultant and school board experience offered perspectives into public policy and reform. Kate teaches in the California Community College system, leading the ECE department as it expands into the fields of early childhood special education and elementary education. She serves as regional coordinator of the California Early Childhood Mentor program, which offers the richness of a diverse student population coupled with the challenges of access and privilege that parallel those in the early education field itself. Special assignments for Kate include the State ECE Faculty Association, Skyline College Academic Senate, and California State Commission on Teacher Credentialing, which add special challenges of diversity and professionalism of ECE.

Ann and Kate are also coauthors of *Beginning Essentials in Early Childhood Education* (Wadsworth Cengage Learning, 2016), *Early Childhood Field Experiences: Learning to Teach Well* (Pearson, 2014), and *Guiding Young Children in a Diverse Society*.

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Joy Terrell-Hearns, Richard J. Daley College
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Eileen Yantz, Gaston College

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BEGINNINGS & BEYOND

Foundations in Early Childhood Education

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SECTION 1 WHAT IS THE FIELD OF EARLY CHILDHOOD EDUCATION?

CHAPTER 1

History of Early Childhood Education

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Learning Objectives >

LO1 List the major historical contributions of European and non-Western perspectives that influence modern early childhood education.

LO2 Describe the primary American influences on early childhood education.

LO3 Identify the three professions that closely connect to the field and their major contributions to early childhood education.

LO4 Define the four major themes that shape practices and policies of early childhood education.

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Standards for Professional Development

The following NAEYC standards for early childhood professional development are addressed in this chapter:

Standard 1 Promoting Child Development and Learning

Standard 2 Building Family and Community Relationships

Standard 5 Using Content Knowledge to Build Meaningful Curriculum

Standard 6 Becoming a Professional

Code of Ethical Conduct

These are the sections of the NAEYC Code of Ethical Conduct that apply to the topics of this chapter:

Core Values: We have committed ourselves to appreciating childhood as a unique and valuable stage of the human life cycle.

Section I. Childhood is a unique and valuable stage of the human life cycle.

Section I I-1.3. To recognize and respect the uniqueness and the potential of each child.

Section III I-3B.2. To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children of the provisions of this Code.

Please refer to Figure 1-2, *An Abbreviated Timeline for Early Childhood Education.*

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Introduction

Early childhood education has a rich and exciting history. The stories of our field chronicle courageous people who took steps toward improving children's lives. Critical events have had a hand in shaping the history of early childhood education and its teachers. As the conditions of childhood and early education have changed through the centuries, its educators have also adapted to those challenges.

While reading this chapter, imagine yourself as a time traveler. As you go back in time, you span the centuries and meet the people whose vision helped to shape our profession. You learn how Friedrich Froebel's own unhappy childhood inspired a new way of teaching called kindergarten. You see the passion and struggle of Maria Montessori as she convinces the world that "slum children" can learn and succeed. You witness the dedication of the United States to create a program for preschoolers known as "Head Start." You see early childhood teaching become a profession that includes infants and toddlers, kindergarten and early primary grades, and children with special needs.

There is more than one right way to educate young children. Every culture has the task of socializing and educating its young. The historical record may document several educational philosophies, but there is no single monopoly on ideas about children. People across the world have influenced our ideas about children and their education. Other disciplines (such as medicine, education, and psychology) inform early childhood teaching. Current issues always influence what is happening for young children and their teachers. What emerge are some consistent themes over time.

All professions have a canon of beliefs and practices. As you acquire this knowledge, you begin to develop your own *philosophy of teaching* (based, in part, on information gathered in this chapter). As you do, be sure to constantly rethink your practices. See the "Teaching with Intention" box to delve into why knowing the history of early childhood education is important.

All professionals should reexamine themselves on a regular basis because although understanding the past makes sense for **professional identity**, recognizing that historical records are a reflection of certain cultural norms is also crucial. For example, mainstream educational philosophy claims the following areas are "universal," but cross-cultural research has shown them not to be:

- Early attainment of individuality and independence
- The necessity of early and free exploration
- The critical importance of the early stimulation of intellect and language

Teaching with INTENTION

Why Does History Help?

Most early childhood education students and many educators know little about the origins of their chosen profession. To better build your philosophy of teaching, note the links between the past to *your* present:

- ***Support:*** Learning the works of others validates our ideas. The philosophies of Froebel, Montessori, and Dewey are part of the foundation of our educational practices. Traditional early childhood practices reflect European values and beliefs, and looking beyond the dominant culture to writings of Africa, Asia, and South America broadens your viewpoint.
- ***Inspiration:*** Knowing our deep roots helps develop professional expression. Ideas of past educators offer you more methods of teaching. An historical overview clarifies how children and learning are viewed based on the religious, political, and economic pressures.
- ***Identity and commitment:*** Accepting the mission of our field commits you to enhancing the education, development, and well-being of young children. Such identity brings with it an awareness of the diversity in cultural norms. Be cautious of theories or opinions claiming to be "universal." For instance, history notes that schools of the past were overwhelmingly created for boys; this gender bias of past practices adds to the underdevelopment of girls and prevails today in parts of the world.

Add your voice to those crusaders for education as you create your personal philosophy of education. Include an element of reform in making the work of teaching into a legitimate profession. Listen to their voices so that you can develop your own.

Think About This

1. If you didn't know anything about the history of the field, what mistakes would you likely make in your first year of teaching?
2. Which historical figures interest you in developing a personal philosophy of teaching?
3. What are the strongest ideas that draw you to this work? Why would finding historical roots for your professional identity help you in your career?

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The first reflects a priority of many Western European cultures, but it is not a common practice in societies that promote group harmony and interdependence. As to the second, many indigenous groups hold their very young children close, carrying them along while they work; there is no data that indicate these children develop poorly. And as to the third, although American educational systems of the early 21st century are building on increasing academic and intellectual standards, there is no universal mandate for an exclusive focus on this developmental domain in the early years. Figure 1-1 offers other traditional educational practices, their historical context, and alternatives to consider as you create your own educational philosophy. Perhaps some of the mistakes of the past can be avoided if history is remembered.

Defining the Terms

The term **early childhood education** refers to group settings deliberately intended to affect developmental changes in children from birth to 8 years of age. In school terms, it includes group settings for infants through the primary years of elementary school, kindergarten through third grade in the United States. In programmatic terms, the education of young children includes formal and informal group settings regardless of their initial purpose. For instance, after-school programs for

REFLECTING ON PRACTICES: Building Your Philosophy of Teaching

Educational Practice	Historical Context and ECE Trend/Practice	Think Again . . .
Same-age grouping	Since the 1850s, U.S. elementary schools have used target curriculum goals for primarily one-year groupings.	• Learning takes place with "guided collaboration," which often occurs with an older "expert."
Mixed-age grouping		• Children learn when challenged to accommodate to higher-level thinking, which is likely to occur with a mixed-age range. • Developing values of caring and responsibility happen best when children practice helping and protecting younger children. • Reduced family size indicates that multiage experiences should happen in schooling. • Diversity (gender, culture, exceptionality, etc.) makes strict target goals unrealistic.
Daily schedules	Routines are the framework for most Eastern and Western programs, offering security and predictability.	• Children's sense of time is unlike that of adults, so rigid schedules do not correspond to their development.
Flexible scheduling		• Brain research indicates a need for stimulation, change, and challenge rather than the same structure constantly.
Curriculum is at the center of good programs.	Contemporary American education states that a plan for learning must be driven by specific outcomes in order to be assured that children are learning.	• Not following an adult-planned and driven curriculum worked well for geniuses such as Einstein, Erikson, and Bill Gates. • Educators as diverse as Dewey and Steiner promoted curricula based on children's interests or innate spirit. • Children appear to learn well through a curriculum that emerges following their interests and timetable.

■ **FIGURE 1-1** As you develop a philosophy of teaching, be sure to examine common beliefs and practices of the profession.

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elementary ages are included, as are their formal academic sessions.

Early childhood educators thus build bridges between a child's two worlds: school (or group experience) and home. It is during these years that the foundation for future learning is set; these are the **building block years**, during which a child learns to walk, talk, establish an identity, print, and count. In later years, that same child builds on these skills to be able to climb mountains, speak a second language, learn to express and negotiate, write in cursive, and understand multiplication.

World Influences

When did early childhood education first begin? Refer to Figure 1-2, *An Abbreviated Timeline for Early Childhood Education*. Getting a visual sense of when and where things happened can help you make sense of the various threads in our tapestry of early childhood educational history.

Looking at the timeline lets you see how impressive the accomplishments really are. For instance, 2016 marks several milestones:

- Fifty years ago: The U.S. Congress passed bills that authorized both Head Start and the Elementary and Secondary Education Act/Title 1.
- Thirty years ago: Accreditation by the National Association for the Education of Young Children (NAEYC) for programs serving young children was launched.
- Two years ago: The first American Summit on Early Education was convened by President Barack Obama.

In addition, the timeline helps us see that it is impossible to pinpoint the origins of humankind. There are few records from millions of years ago. Some preparation for adult life was done informally, mostly through imitation. As language developed, communication occurred. Children learned dances, rituals, and ceremonies, and both boys and girls were taught skills for their respective roles in the tribe. Ancient historical documents seem to indicate that child-rearing practices were somewhat crude; DeMause (1974) even suggests that the further you go back in history, the more likely that you will find abandonment and brutality toward children.

European Roots

The definition of childhood has varied greatly throughout history. For example, in ancient times, children were considered adults by age 7. A society's definition of childhood influences how it educates its children.

In Ancient Times

Many of our own practices are founded on those developed in Greece and Rome. Greek education—and virtually all classical European schooling—was provided for the boys of wealthy families, while girls and working-class children received training for domestic work or a trade.

Education began by age 6 or 7, although Plato and Aristotle both spoke of the need to educate the younger child. Some ancient Romans felt that education should begin at home as soon as a child began to talk, and they highlighted the use of rewards and the ineffectiveness of corporal punishment (Hewes, 1993).

Probably the first education in schools outside the home or homelike apprenticeship took place in ancient Greek and Roman times. Plato (427–c. 348 BC), Aristotle (384–323 BC), Cicero (143–106 BC), and Polybius (222–204 BC) founded schools with the model of small-group tutoring, teaching wealthy boys thinking skills, governing, military strategy, and managing commerce. Our word *educate* comes from the Latin verb *educare*, through the French verb *educere*, to draw forth or to lead.

As the Roman Empire deteriorated and society fell apart (400–1200 AD), childhood lasted barely beyond infancy. Although education was the responsibility of parents, most people in those days were busy fighting for survival. Childhood was not seen as a separate time of life, and children were used in the labor force. People left villages and towns for the safety of a local baron or king, and schools ceased to exist. Few members of the ruling class could read or write their names, and the monastery schools were for priests and religious instruction only.

The education of children was fairly simple before the 15th century; there was no educational system, and the way of life was uncomplicated as well. The church control of school in the medieval period meant that education projected a view of children as basically evil in their natural state. The value of education was in preparation for an afterlife. Children learned mostly through their parents or by apprenticeship outside the family. The child was expected and encouraged to move into adulthood as fast as possible. Survival was the primary goal in life. Because the common religious belief was that people were naturally evil, children had to be directed, punished, and corrected constantly.

What little we know of systematic learning developed during the Dark Ages through the policies of Charlemagne, who proclaimed that the nobility should know their letters, and from monastery schools that maintained libraries. A new social class in the form of craft guilds began to grow as apprenticeships expanded.

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Although education was sparse, the seeds of learning were planted, including the introduction of the concepts of equality and brotherhood, a continuing concern of educators today.

In the Renaissance and Reformation

The European Renaissance and Reformation (1400–1600) brought more ease and freedom for the common person. Children were seen as pure and good. The printing press, invented by Johannes Gutenberg in 1439, made books more available to the common person rather than exclusively to the domain of monks and church-sponsored schools. Martin Luther (1482–1546) urged parents to educate their children by teaching them morals and catechism.

The first humanist educators began to advocate a basic education for all children, including girls and the poor. The call for a *universal education* and *literacy* are two fundamental effects of this period on education as we know it today. Concern for the common man was on the rise, as skilled craftsmen formed a kind of middle class. By the 1500s, schools that taught subjects such as reading, writing, arithmetic, and bookkeeping were fairly common throughout Europe.

The German school system was established at this time and would influence education in all parts of Europe. People changed the way they looked at children and their education. Towns grew and expanded, and there was an opportunity to move to new lands. Living conditions improved and infant mortality waned. Children were living longer. The acquisition of knowledge and skills at an earlier age became important. If educated, children could be expected to help their family improve its situation. Parents found that they needed help in teaching their children.

Into Modern Times

Johann Amos Comenius A Czech educator, Comenius (1592–1670) wrote the first picture book for children. Called *Orbis Pictus (The World of Pictures)* and published *in* 1658, it was a guide for teachers that included training of the senses and the study of nature. Comenius fostered the belief that education should follow the natural order of things. His ideas included the "school of the mother's lap," in which children's development follows a timetable of its own and their education should reflect that fact. Comenius advocated approaching learning based on the principles of nature. He believed that "in all the operations of nature, development is from within," so children should be allowed to learn at their own pace. He also proposed that teachers should work with children's own inclinations, for "what is natural takes place without compulsion" (Gianoutsos, 2011). Teachers must observe and work with this natural order—the timetable—to ensure successful learning. This idea was later reflected in Montessori's **sensitive periods** and Jean Piaget's stages of development. Today it is recognized as the issue of school **readiness**.

■ *Orbis Pictus*, by Johann Comenius, is considered the first picture book written for children.

Comenius also stressed a basic concept that is now taken for granted: learning by doing. He encouraged parents to let their children play with other children of the same age. Rather than pushing a standard curriculum, Comenius said that "the desire to know and to learn should be excited . . . in every possible manner" (Keatinge, 1896). He also reflected the growing social reform that would educate the poor, as well as the rich.

In summary, probably the three most significant contributions of Comenius are *books with illustrations*, an emphasis on *education with the senses*, and the *social reform* potential of education.

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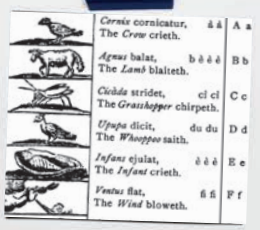
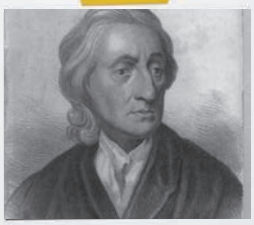
TIMELINE: An Abbreviated Timeline for Early Childhood Education



1657 *Orbis Pictus*



1690 John Locke

1762 *Emile*, by Rousseau

Authors' Note: A debt of gratitude is owed to D. Keith Osborn for his outstanding historical research and to James L. Hymes, Jr., for his generous time and perspective.

5th–3rd centuries BC to AD 1400s Few records exist concerning child-rearing practices; the development of cities gives rise to schooling on a larger scale.

1423 & 1439 The invention of printing and movable type allows knowledge to spread rapidly; ideas and techniques become available to large numbers of people; printing is credited with bringing about the end of the Middle Ages and the beginning of the Renaissance.

1657 *Orbis Pictus*, by Comenius, is the first children's book with pictures.

1690 John Locke published his essay, which postulated that children are born with a tabula rasa, or clean slate, on which all experiences are written.

1740–1860s Sabbath schools and clandestine schools are established as facilities to educate African Americans in the United States.

1762 *Emile*, by Rousseau, proclaims the child's natural goodness.

1777 *The New England Primer* is the first American textbook printed.

1801 *How Gertrude Teaches Her Children*, by Pestalozzi, emphasizes home education.

1826 *Education of Man*, by Froebel, describes the first system of kindergarten education as a "child's garden," with activities known as "gifts from God."

1837 Froebel opens the first kindergarten in Blankenburg, Germany.

1856 Margarethe Schurz opens the first kindergarten in the United States.

1860 Elizabeth Peabody opens the first English-speaking kindergarten in Boston.

1861 Robert Owen sets up an infant school in New Lanark, England, as an instrument of social reform for children of parent workers in his mills.

1871 The first public kindergarten in North America opens in Ontario, Canada. (First public American kindergarten: 1873.)

1873 The Butler School at the Hampton Institute is opened as a free school for black children, including kindergarten curriculum for five-year-olds.

1880 First teacher-training program for kindergartners, Oshkosh Normal School, Pennsylvania.

1892 International Kindergarten Union founded; becomes the Association for Childhood Education in 1930, increasing its scope to include elementary education.

1896 John Dewey establishes a laboratory school at the University of Chicago and develops a pragmatic approach to education, becoming the father of the Progressive movement in American education.

1897 *My Pedagogic Creed* is published, detailing the opposition to rote learning and the philosophy of educating "the whole child."

1903 The Committee of Nineteen, a splinter group of the International Kindergarten Union, forms to report various philosophical concepts. Members include Patty Smith Hill, Lucy Wheelock, and Susan Blow.

■ **FIGURE 1-2** An Abbreviated Timeline for Early Childhood Education

1801 Johann H. Pestalozzi

1837 Frederick Froebel

1873 Hampton Institute

Professional Resource Download

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1896 John Dewey Lab School

1907 Maria Montessori

1907 *Casa di Bambini* (Children's House) is opened by Maria Montessori in a slum district in Rome, Italy. She later develops an educational philosophy and program to guide children's growth through the senses and practical life experiences.

1909 First White House Conference on Children is held by Theodore Roosevelt, leading to the establishment of the Children's Bureau in 1912.

1911 Deptford School, an open-air school in the slums of London, is opened by Margaret McMillan. The school emphasizes health and play, coining the phrase "nursery school."

1915 First U.S. Montessori school opens in New York City.

1916 The Bureau of Educational Experiments, which becomes the Bank Street College of Education (and laboratory school) in 1922, is founded by L. S. Mitchell, who is a leading proponent of progressive education at the early childhood level.

1916 First Cooperative Nursery School opens at the University of Chicago.

1918 First public nursery schools are opened in England.

1921 A. S. Neill founds Summerhill School in England, which becomes a model for the "free school" movement (the book entitled *Summerhill* is published in 1960).

1922 Abigail Eliot opens the Ruggles Street Nursery School and Training Center.

1925–1926 The National Committee on Nursery Schools is founded by Patty Smith Hill; it becomes the National Association for Nursery Education (NANE) and eventually the National Association for the Education of Young Children (NAEYC).

1926 Arnold Gesell establishes the Clinic of Child Development at Yale University and studies norms of child growth and behavior.

1926–1927 Research facilities are founded at several American universities and colleges (e.g., Smith College, Vassar College, Yale University, and Mills College).

1927 Dorothy Howard establishes the first black nursery school in Washington, D.C., and operates it for over 50 years.

1929 Lois Meeks Stolz is named the first president of the National Association for Nursery Education (later to become NAEYC), and joins the Teachers College (Columbia University) faculty to start the laboratory school and Child Development Institute. Stolz later becomes the director of the Kaiser Child Service Centers during World War II.

1929 Susan Isaacs publishes *The Nursery Years*, which contradicts the more scientific psychological view of behavior shaping and emphasizes the child's viewpoint and the value of play.

1929–1931 Hampton Institute, Spellman College, and Bennett College open black laboratory nursery schools, emphasizing child development principles as in other lab schools and serving as training centers.

1933 The Works Progress Administration (WPA) opens emergency nurseries for relief of unemployed teachers during the Great Depression.

1935 First toy lending library, Toy Loan, begins in Los Angeles.

1936 The first commercial telecast is shown in New York City, starring Felix the Cat.

1943–1945 The Kaiser Shipyard Child Care Center, run by Lois Meeks Stolz, James Hymes, and Edith Dowley, operates 24-hour care in Portland, Oregon.

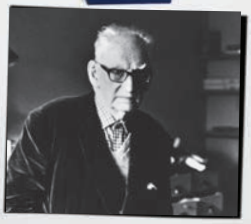
1944 *Young Children* is first published by NAEYC.

1946 Dr. Benjamin Spock's *Baby and Child Care* is published. It advocates a more permissive attitude toward children's behavior and encourages exploratory behavior.

1946 Loris Malguzzi starts a school in Reggio Emilia, Italy, emphasizing the child's individual creative expression.

1948 The United States National Committee of the World Organization for Early Childhood Education (USNC OMEP) is founded to promote the

1916 Bank Street College of Education



1921 A. S. Neill

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