Expectations

Presented by: Nova Martinez

Outline

- A Little About Me
- Why ECE is not just "Preschool": Professionalism
- Overview of Developmental Continuity
- The roots of Child Development in Early Childhood
- Examples from two main theorists
- Expectations in each developmental area
- Practical Applications: Creating Developmental Continuity
  - Creating curriculum vs. "using" a curriculum
- Communication
  - with parents
  - with Administration
- Q & A
- References

About Me

- Started as aid in local preschools.
- Attended National Louis University in Evanston, IL
- Earned B.A. in Human Development, Theater Arts, and EC type 04 education.
- Student Teaching at preschool and third grade levels.
- Worked as Substitute then associate preschool teacher at Baker Demonstration school (at the time part of NLU)
- Then as a first through third grade teacher for Chicago Public Schools, where my ECE training was promoted.
- During my time in the public school system I earned my M.Ed. in ECE Leadership and Advocacy.
- Quickly realized principals/administrators were not did not familiar with ECE trained teachers and the benefits they bring to the primary grades.
- Moved to Colorado, had two children, and volunteered (a lot)
- Returned to school to earn my Ed .D

Why Early Childhood Education is not just preschool

- In a nutshell:
- -Developmental Continuity
- -Child Development
- -Follow-through (Professionalism)

Transitioning to a Concrete Operational Thinker

- Transition is thought to occur during second and/or third grade.
- Continuity of Experiences aids in the transition by linking preoperational concepts with hypothetical possibilities.
- The feeling of competence is added to feelings of purpose keeping psychosocial development harmonious with cognitive development.

What is Developmental Continuity?

- Nita H. Barbour and Carol Seefeldt used this term to describe a way to **design** early childhood instruction
- Early Childhood ranges from birth through age eight, or birth through third grade
- Developmental Continuity in early childhood education is a frame work for linking developmentally appropriate educational experiences from the pre-primary through the primary grades

Providing developmentally appropriate educational experiences for children involves:

- Basing curriculum and education decisions on each child's social, emotional, physical, and intellectual development

- Adjusting teaching and schooling so all children experience success and demonstrate progress in academic achievement appropriate to their individual learning styles.

Developmental Continuity includes…

- Teachers, parents, and administrators across preschool and primary grades working together to provide developmental continuity by:
  - Eliminating artificial barriers, such as grade or group placement
  - Planning curriculum that provides spiral knowledge, skills and experience
  - Ensuring smooth transitions for children as they move through preprimary to primary grades.

“Children’s development is continuous, sequential and hierarchical”

Piaget's Cognitive Development Stages

Stage	Age	Characteristic
Sensorimotor	0-2	Integrating senses with motor functions. Goal directed behavior. Develops object permanence.
Pre-operational	2 to 7 or 8	Uses language as beginning steps in reasoning. Thinking is bound to the real world. Gaining experiences to comprehend the hypothetical.
Concrete Operational	7 or 8 to 11 or 12	Can perform operations on objects that are immediately present or easily imagined.
Formal Operational	11 or 12 & up	Can perform operations on abstract concepts.

Erikson's Stages of Psychosocial Development

Approximate Age	Virtues	Psycho Social Crisis
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Building Connections

Around age 2 **Around ages 3-5** **Around ages 6-8**

Identifies a square shape

Identifies different color squares are still squares

Identifies a rectangle shape

Identifies different color rectangles are still rectangles

Identifies squares and rectangles are both "shapes"

Identifies other "shapes"

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Building Connections

Around age 2 **Around ages 3-5** **Around ages 6-8**

Identifies a square shape and squares are all around

Identifies different color and size squares are still squares

Identifies a rectangle shape and they are all around

Identifies different color and size rectangles are still rectangles

Notes squares can be found in rectangles

Identifies other "shapes" in shapes

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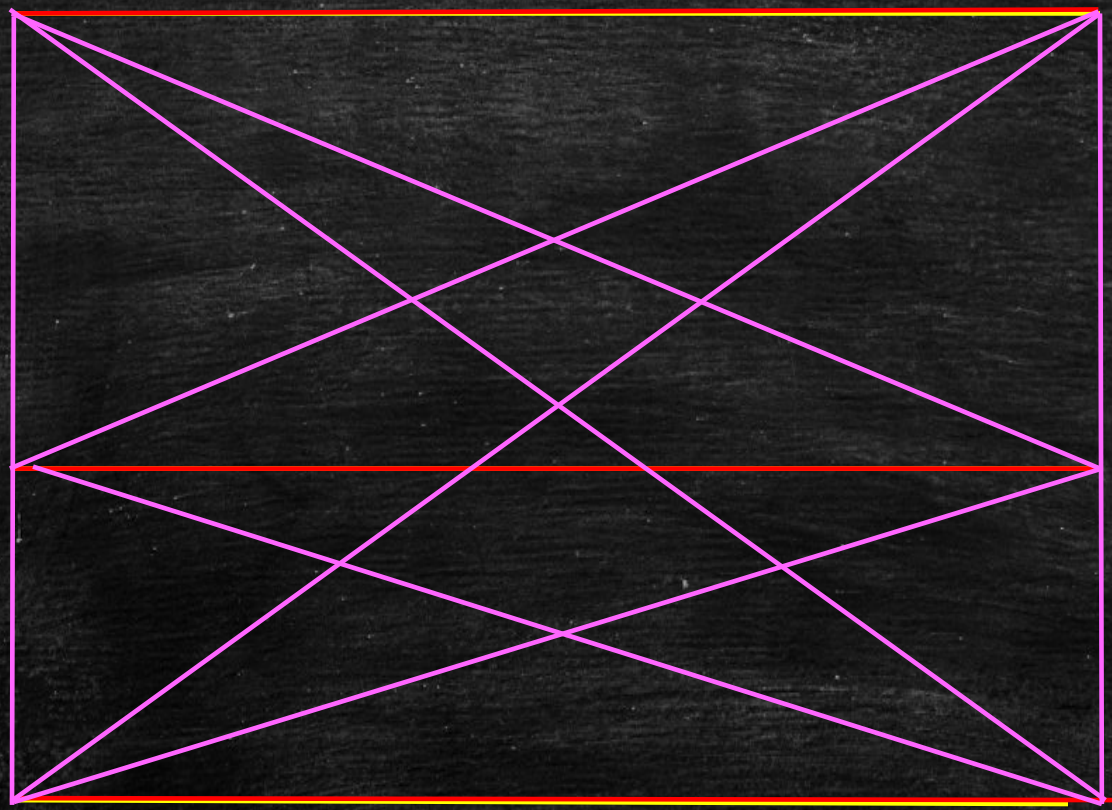
Building Connections

Around age 2 **Around ages 3-5** **Around ages 6-8**

Identifies a square shape and squares are all around

Identifies a rectangle shape and they are all around

Notes squares can be found in rectangles and many other shapes



Identifies the parts of shapes (edges, angles, etc.)

Constructs patterns and pictures using shapes focusing on symmetry

Identifies other "shapes" in shapes

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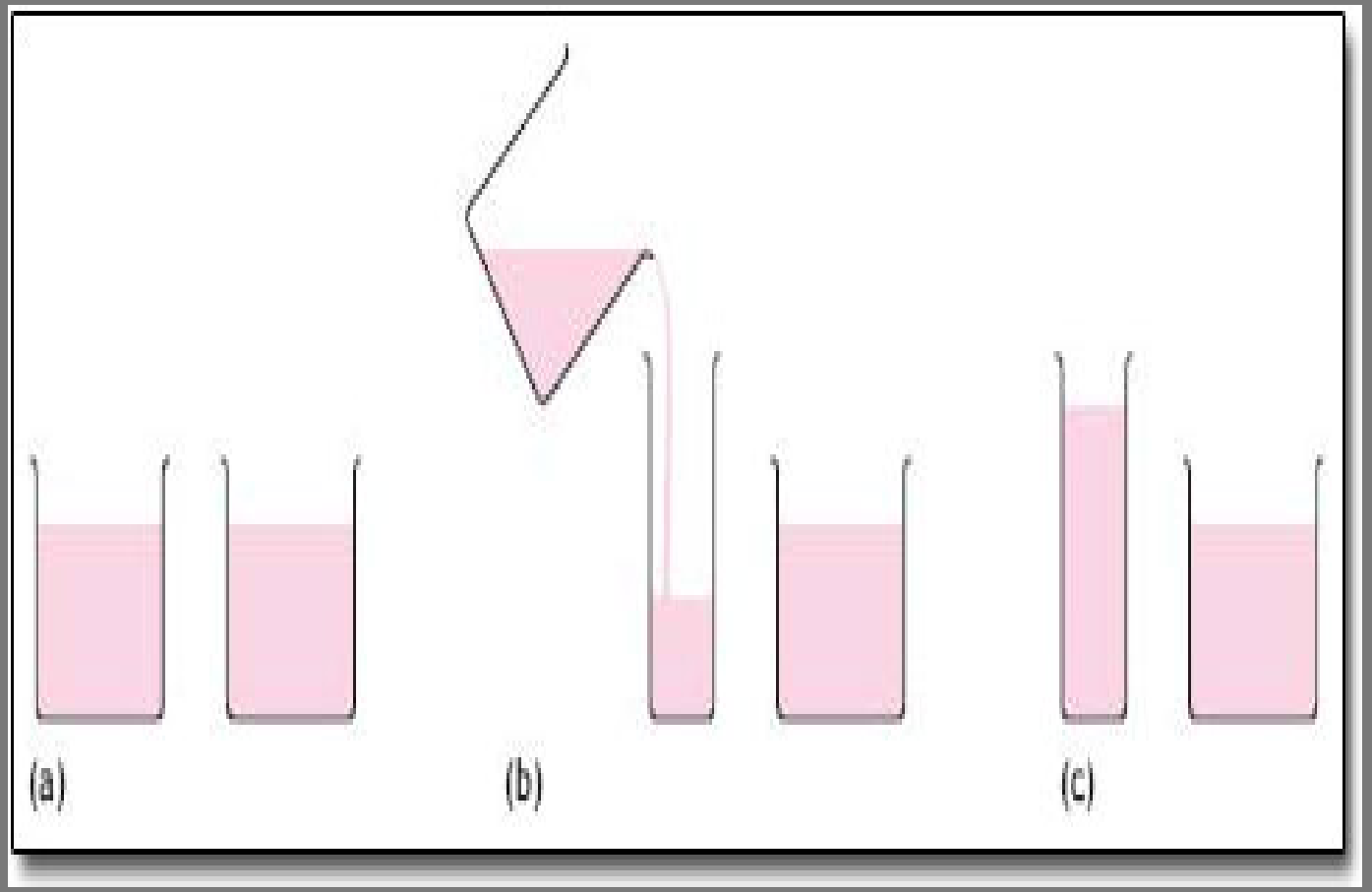
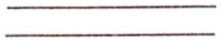
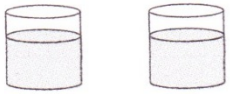
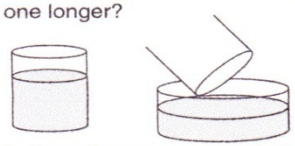
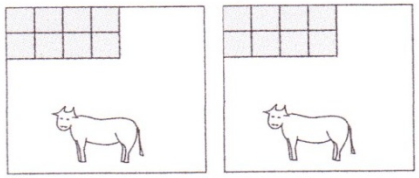
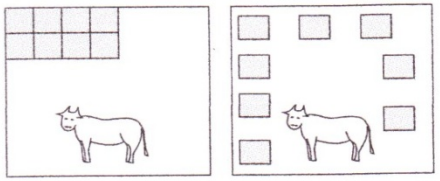
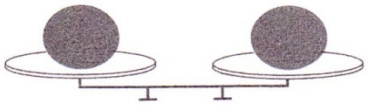
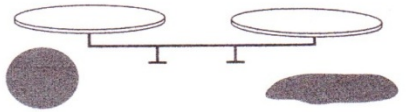
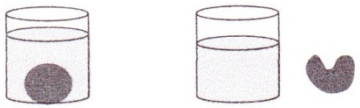

(a)
(b)
(c)

Piaget's conservation experiments indicated that preoperational children had difficulty with these tasks.

(From Child Development 3/e (p. 238) by L. E. Berk. Copyright © 1994 by Allyn & Bacon, Inc. Reprinted by Permission.)

Conservation Task	Original Presentation	Transformation
Number	 Are there the same number of pennies in each row?	 Now are there the same number of pennies in each row, or does one row have more?
Length	 Is each of these sticks just as long as the other?	 Now are the two sticks each equally long, or is one longer?
Liquid	 Is there the same amount of water in each glass?	 Now is there the same amount of water in each glass, or does one have more?
Mass	 Is there the same amount of clay in each ball?	 Now does each piece have the same amount of clay, or does one have more?
Area	 Do each of these two cows have the same amount of grass to eat?	 Now does each cow have the same amount of grass to eat, or does one cow have more?
Weight	 Do each of these two balls of clay weigh the same amount?	 Now (without placing them back on the scale to confirm what is correct for the child) do the two pieces of clay weigh the same, or does one weigh more?
Volume	 Does the water level rise equally in each glass when the two balls of clay are dropped in the water?	 Now (after one piece of clay is removed from the water and reshaped) will the water levels rise equally, or will one rise more?

Preoperational Thinkers Learn through:

- Interactions as a result of their own social, mental and physical activity
- Continuity of integrated experiences
- Using language in conjunction with reflection

What to expect: Physically

-In addition to factors directly related to physical growth like increased hunger, comfort in clothes and shoes, changes in appearance, and so on the following can also be expected:

- Large Movement
- Stress and fatigue
- Food Preferences
- Curiosity
- Gender Awareness
- Gender Constancy

Expect: Large Movement

- Adequate Space indoor and out.
- Important time for Seat belt safety:
  - For parents as well as Preschoolers.
- Playground Safety very important
  - Regularly inspect, but also interact.

Expect: Stress and fatigue

- Long and/or extended days
- Change in caregiver
- Increased exposure to illness

Tips for Promoting Health and Well-Being

- Regularly scheduled:
  - nutritious meals and snacks
  - Rest and nap times
  - Rest periods (down time)
- Ready access to restrooms ,and water.
- Teachers and STAFF trained in child development with an understanding of multiple settings and caregivers on a child's long day.
- Additional outdoor playtimes to relieve stress.
- Opportunities for alone time or independent play.
- Watch for stress and fatigue, or impending illness. Have a prompt positive response.
- **Allow children to make as many choices throughout the day as is reasonable and possible-choices about learning centers, materials, activities, playmates, snacks, and so on.**
- **Allow children to participate in classroom and group rule making to decrease the stress of dealing with multiple sets of rules and standards. Consistency is key.**

Expect:
Food Preferences

<u>Tips</u>

-Positive interactions w/food

-Nutrition lesson/focus

Expect: Curiosity

-Exploring using all their senses.

Expect: Gender Awareness and Constancy

- Ages 5-7 understand gender regardless of changes to appearance.
  - I am a…
  - They are a …
  - We are ….
- Aware of anatomy as well as behaviors
  - Head, shoulders, knees and toes are learned
  - Boys do *x* and girls *y* is also learned

What to expect: Psychological and Social Development
aka Social/Emotional

- Gender roles
- Expression of fear and anxiety
- Eagerness
- Autonomy
- Anger and aggression
- Ego centricity
- Associate Play
- Cooperative Play
- Friendship play
- Self- control/compliance

What to Expect: Cognitive Development

Mathematics, Science, Social Science, Art, Music, Language Arts Awareness (all at varying levels).

-Literacy: Print Awareness

-Writing: Letter Reversal

-Language: Fantasy play can often demonstrate cognitive levels by the utilization of more complex elements/information.

Using Vs. Developing Curriculum

"Children cannot be asked to direct their own learning in the primary grades without a background of initiating their own learning during the preschool and kindergarten experiences."

But Can they?

In their review of research on the effects of developmentally appropriate programs for young children, Dunn and Kontos (1997) note that studies reveal the following:

- Children in child-initiated classrooms scored higher on measures of creativity and divergent thinking than did children in academically oriented classrooms.
- In child-initiated classrooms, children demonstrated better outcomes in language development, showing better verbal skills than children in academically oriented programs.
- Where literacy environments were of high quality, children's receptive language was better.
- Children in developmentally appropriate programs demonstrated greater confidence in their own cognitive abilities and described their abilities in more positive terms.
- Most studies indicate that a didactic approach to instruction with young children is less successful.
- Findings regarding reading and mathematics achievement were mixed; some found better scores among children attending developmentally appropriate programs in kindergarten through second grade, others found more achievement in academically oriented classrooms, and still others found no difference between the two models.
- Children of low socioeconomic status attending developmentally appropriate kindergarten classrooms tend to have better reading achievement scores in first grade than children attending inappropriate kindergarten programs.
- Differences between children in more or less appropriate classrooms often do not appear until a year or more later.
- There are emotional costs associated with academically oriented classrooms, particularly for children from low-socioeconomic-status and minority groups.

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Tools for Maximizing Expectations

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1. Provide an environment in which the child's growing sense of initiative can flourish. Such an environment includes
   - Adequate space for the child to use and pursue toys, equipment, creative materials, and realia
   - Developmentally appropriate and culturally inclusive play items and activities through which children can experience success and enhanced self-confidence and self-esteem
   - Low, open shelves for personal work and play materials
   - Engaging, enriching play items that encourage decision making, sharing, and cooperating
   - Safe and sturdy furnishing, play items, and surroundings
2. Provide an atmosphere in which it is not only physically but also psychologically safe to explore, experiment, and ask questions. Such an atmosphere includes
   - Rich interactional opportunities that encourage dialogue
   - Answers to questions and encouragement of further curiosities
3. Provide opportunities to interact with other children and to participate in peer groups. This allows children to
   - Share and problem solve with age-mates
   - Engage in sustained sociodramatic play with other children
4. Establish a predictable daily schedule to help children develop a sense of time and anticipate and respond appropriately to regular events. Such a schedule
   - Meets the child's physiological needs for food, water, rest, and exercise
   - Adjusts activities and expectations to the child's short but expanding attention span
   - Provides advance notice of a need to change from one event to another
   - Allows time for the completion of tasks once started
   - Avoids long waiting times
5. Involve children in the setting of rules, limits, and standards for behavior
   - Set simple rules that are few in number, truly necessary, and focused on the most crucial behaviors first. Perhaps the three *D*s of discipline is a good starting point: Set rules that help children recognize things that are Dangerous, Destructive, and/or Disturbing or hurtful to others. However, rules should always be stated in a positive way, telling children *what* to do rather than *what not* to do.
   - Explain the reasons behind rules, and engage children in conversations about logical consequences and the need for reciprocity.
   - Assign age-appropriate chores and responsibilities with adult assistance if needed. Chores can include returning personal items to assigned places, tidying room or toy shelves, watering certain houseplants, or caring for a pet.

- Discussion Time
- Literature Circles
- Classroom Jobs
- Unit Study*
  - For older children add in a make-up and review time

Additional Factors

Setting the environment

Required Standards

Planning

Assessments

Communication

For All Ages

To check whether an activity or content is age appropriate, Spodek (1977) suggested teachers might ask themselves the following questions:

1) Why is this activity, content, experience worthwhile?

2) Why is it important now?

3) Would children gain this skill or learn this concept with ease and efficiency if presented to them later in the school year?

4) What prior knowledge do children need to master this?

5) Does this offer children a challenge, but a challenge they can successfully meet?

1) Why is this worthwhile?

2) Why now?

3) Should it wait for ease and efficiency?

4) Are they equipped to master this?

5) Is it a challenge they can successfully meet?

Culture Trip

- Eye contact = respect for authority
- No eye contact = respect for authority
- More physical interaction
- Less physical interaction
- Silence = respect
- Silence = private matter
- Communication occurs in close proximity with or w/o touching
- Simultaneous talk rather than taking turns is the norm.

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