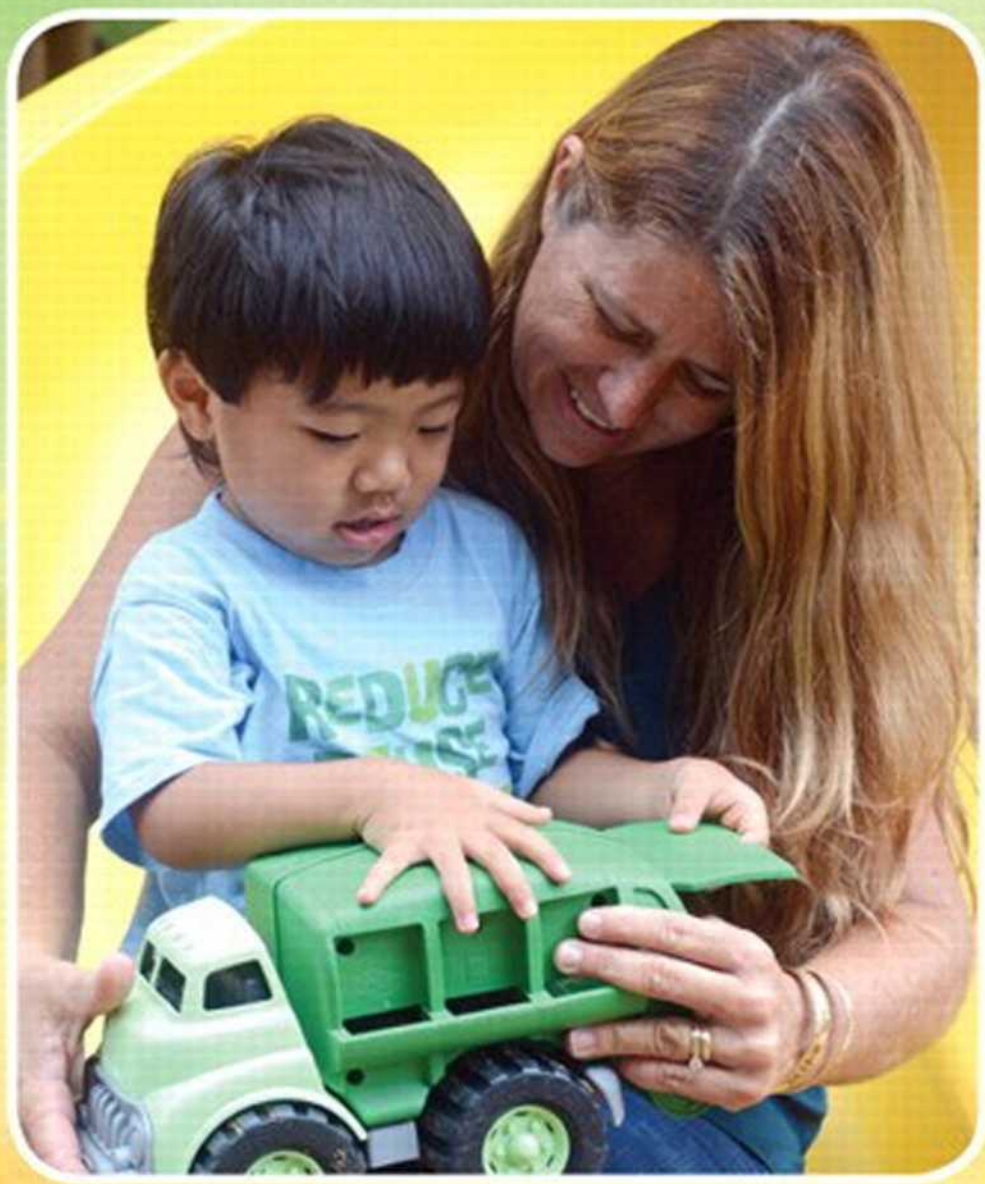


TENTH EDITION

Who Am I in the Lives of Children?

AN INTRODUCTION TO EARLY CHILDHOOD EDUCATION



Stephanie Feeney • Eva Moravcik • Sherry Nolte

Suggested Correlation of NAEYC® Standards for Early Childhood Professional Preparation Programs and Chapter Content

Standard	Key Elements of the Standard	Chapter and Topic
1: Promoting Child Development and Learning	1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	4: Why Study Child Development? p. 105 4: Principles of Child Development, p. 106 4: Heredity & Environment, p. 110 4: Theories of Development, p. 121 4: Development of the Whole Child, p. 138 5: Authentic Assessment, p. 152 6: The Foundations of Child Guidance, p. 195 7: Safe Places for Children, p. 246 7: Healthy Places for Children, p. 257 7: Wellbeing, p. 270 8: The Indoor Learning Environment, p. 285 8: The Outdoor Learning Environment, p. 294 8: Different Children—Different Places, p. 299 8: Time, p. 318 9: Understanding Play, p. 327 9: The Role of Play in Development, p. 337 9: Facilitating Play, p. 343 9: Issues in Play, p. 349 10: What is Curriculum? p. 361 10: The Physical Development Curriculum, p. 369 10: The Communication Curriculum, p. 377 10: The Creative Arts Curriculum, p. 385 10: The Inquiry Curriculum, p. 394 11: What Influences Planning? p. 410 11: What Goes in a Plan, p. 416 12: Children with Disabilities, p. 458 12: Children with Other Special Needs, p. 478 Appendix B, p. 555
2: Building Family and Community Relationships	2a. Knowing about and understanding diverse family and community characteristics 2b. Supporting and engaging families and communities through respectful, reciprocal relationships 2c. Involving families and communities in their children’s development and learning	1: The Work of the Early Childhood Educator, p. 3 1: The Teacher as a Person, p. 8 5: Authentic Assessment, p. 152 6: The Foundations of Child Guidance, p. 195 12: Working with Families of Children with Disabilities, p. 481 13: Understanding Families/Understanding Yourself, p. 489 13: Building Relationships with Families, p. 496 13: Engaging Families in Your Program, p. 509 13: Supporting Families, p. 515
3: Observing, Documenting, and Assessing to Support Young Children and Families	3a. Understanding the goals, benefits, and uses of assessment 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child 3d. Knowing about assessment partnerships with families and with professional colleagues	1: The Work of the Early Childhood Educator, p. 3 2: Educational Standards, p. 54 5: The Purpose of Assessment, p. 151 5: Authentic Assessment, p. 152 5: Standardized Assessment, p. 185 11: What Influences Planning, p. 410 11: What Goes in a Plan, p. 416 11: Writing Plans, p. 423 12: Children with Disabilities, p. 458 12: Children with Other Special Needs, p. 478 13: Building Relationships with Families, p. 496
4: Using Developmentally Effective Approaches to Connect with Children and Families	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children 4b. Knowing and understanding effective strategies and tools for early education 4c. Using a broad repertoire of developmentally appropriate teaching/ learning approaches 4d. Reflecting on their own practice to promote positive outcomes for each child	1: The Work of the Early Childhood Educator, p. 3 1: The Teacher as a Person, p. 8 5: The Purposes of Assessment, p. 151 5: Authentic Assessment, p. 152 5: Standardized Assessment, p. 185 6: The Foundations of Child Guidance, p. 195 6: Goals for Guidance, p. 201 6: Communication: A Powerful Guidance Tool, p. 207 6: Guiding Groups, p. 215 6: Create Guidelines for Behavior, p. 218 6: Classroom Climate, p. 224 6: Managing Inappropriate Behaviors, p. 231 6: Challenging Behaviors, p. 238 7: Safe Places for children, p. 246 7: Well-Being, p. 270 8: The Indoor Learning Environment, p. 285 8: The Outdoor Learning Environment, p. 294 8: Different Children—Different Places, p. 299 8: Time, p. 318 9: Understanding Play, p. 327 9: The Role of Play in Development, p. 337 9: Facilitating Play, p. 343 9: Issues in Play, p. 349

(Continued)



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Who Am I in the Lives of Children?

An Introduction to Early Childhood Education

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University of Hawai'i at Mānoa, Emerita

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a letter to READERS

Dear Reader:

Welcome to the tenth edition of *Who Am I in the Lives of Children?*, an introduction to the field of early childhood education. Our purpose in writing this book is to support you in becoming a professional who can enhance the development of young children in early childhood education programs.

It is not our intention for everyone to come to the same conclusions or to work with children in the same way. We feel strongly that in order for you to become a skilled early childhood educator, you must develop your own style and a professional philosophy that reflects your values and guides your actions. Your journey toward becoming an early childhood educator will be an exciting one. We encourage you to take time to think carefully about what you know, believe, and value regarding young children and their families and your role as a teacher. There is much to learn about this field, and our knowledge about it grows and evolves continuously. It is impossible to include everything you might need to know in this book. Rather, we offer you basic information that we think will be helpful and will provide a lens through which to view information, ideas, and the many choices you will make in your work with young children and with their families. We are confident that as you reflect on your attitudes and beliefs, learn about young children, and build your skills for teaching them, you will find both satisfaction and joy in participating in the important work of the early childhood educator.

ABOUT THE AUTHORS

When we read a book, we like to know about the authors—who they are and why they wrote the book. We want to share some of that information with you.

This book grows out of our experiences as children, as adults, as learners, and as teachers. Our early schooling included experiences in



Stephanie Feeney, Eva Moravcik, and Sherry Nolte

child-oriented nursery schools much like those we describe in this book, as well as in large public schools, private schools, and a small multinational school. Although our childhood experiences were different, our values are similar, and we have many of the same ideas about education. We each have long held a strong commitment to ensuring that all children experience programs that are nurturing and challenging, that support all aspects of their development, and that welcome their families as partners.

Among us we have filled the roles of preschool teacher, social worker, kindergarten teacher, center director, education coordinator, parent and child center program director, consultant, parent educator, CDA trainer, Head Start regional training officer, college professor, and author. We have worked in parent cooperatives, child care centers, preschools, infant-toddler programs, Head Start programs, military child care programs, public schools, government agencies, and college settings. We have been board members of our local and national early childhood organizations; we have been and continue to be child advocates.

Stephanie, now retired, was professor of early childhood education at the University of Hawai'i for many years. Since her retirement she has been coeditor of the third edition of *Continuing Issues*

in *Early Childhood Education* and has written *Professionalism in Early Childhood Education: Doing Our Best for Young Children* (both published by Pearson). She now lives in Portland, Oregon, where she continues to write and teach about ethics and professionalism, and is involved in work on school readiness and programs for Native American children.

Eva is a professor at Honolulu Community College, where she teaches courses and coordinates a small child development lab school. Her daily work with children, family, staff, and college students continues to provide her with grounding in the reality of life in a program for young children. In addition to her professional activities, she has a long-time interest in folk music and dance and coordinates a small recreational folk dance group in Honolulu.

Sherry brings extensive experience working in programs for military families, low-income children, and infants and toddlers. She has recently retired from her position as professor at Honolulu Community College, where she taught early childhood courses and supervised practicum students. She continues to teach as adjunct faculty and to work as an early childhood consultant and trainer. Eva and Sherry, with a little help from Stephanie, wrote *Meaningful Curriculum for Young Children*, a companion book to this text. Their in-depth reading, research, and writing on curriculum informs this edition.

ABOUT THE BOOK: A CHILD-CENTERED APPROACH

We began writing *Who Am I in the Lives of Children?* because we wanted an introductory text consistent with our belief that the personal and professional development of early childhood teachers are inextricably linked. We wanted students to take time to reflect on values and educational choices—an approach that was not common at the time. In this edition, as in all of the previous ones, we emphasize the development of personal awareness and the ongoing process of reflection on values and choices. Then and now, we want to speak to our readers in as clear a way as possible; therefore, we write in an informal, direct, and personal voice. Like the previous nine editions, this one evolved as we thought about new information we gleaned from our reading and our experiences.

Since the first edition in 1979 and through nine subsequent revisions, *Who Am I in the Lives of Children?* has been used in a variety of teacher preparation programs across the United States and in countries as diverse as Canada, Australia, Japan, Singapore, and China. Each edition has reflected developments in our field; feedback from students, colleagues, and reviewers; and our own growth as educators and child and family advocates.

The cornerstone of this book and our work with children is what we refer to as a *whole child* or *child-centered* approach to early childhood education. This approach has its roots in a long tradition of humanistic and progressive education and in the unique history and philosophy of early childhood education. Our ideas have been profoundly shaped by educators, psychologists, and philosophers who have advocated child-centered educational practice, including (in chronological order) Friedrich Froebel, John Dewey, Maria Montessori, Lucy Sprague Mitchell, A. S. Neill, Lev Vygotsky, Jean Piaget, Erik Erikson, Abraham Maslow, Barbara Biber, Sylvia Ashton-Warner, James L. Hymes, Loris Malaguzzi, Howard Gardner, and Uri Bronfenbrenner.

Programs that evolve from the *child-centered* tradition are dedicated to the development of the whole child—physical, social, emotional, and intellectual. Such programs are characterized by a deep respect for the individual and the recognition that individual differences need to be honored in educational settings. They reflect the understanding that children learn best from direct experience and spontaneous play. Educators in child-centered programs begin with children as they are and focus on getting to know each individual's strengths, interests, challenges, and circumstances. They then support each child in growing and learning in ways that are in harmony with who each child is rather than according to a predetermined plan. These educators see each child as a member of a family, a community, and a society, and their choices reflect these understandings.

We subscribe to a constructivist approach to providing learning experiences for young children and to the importance of intentional teaching. We continue in this edition to affirm our values and commitment to a respectful, culturally sensitive, child-centered, and family-friendly approach to working with young children. We strive to make the values and guiding principles of early education visible and affirm our commitment to them. Over the years it has become clear to us that this

approach is broader than just a way of viewing early childhood education—it is an approach to working with people of all ages, to learning at all stages, and to life.

WHAT'S NEW IN THIS EDITION

The tenth edition is *Who Am I in the Lives of Children?*'s first time as a true eText. If you are using the Pearson eText digital version of the book you will find the following:



- Links to related video, some created for this edition, via the Play button.
- Opportunities to check your understanding with short self-assessed quizzes throughout each chapter: Students can click on **A Quick Check** hyperlink to check understanding on the major section content they've just read, respond with written answers to the **Reflect on and Write About** prompts at the end of the chapter, and take **A Final Check** multiple-choice chapter quiz.
- Resources and forms.
- Key terms in bold type linking to a digital glossary of terms and definitions.

In addition to the new technological features you will find. . .

- Updated content throughout.
- New photographs and children's art used to illustrate and enhance the content.
- Sections on intentional teaching and standards in Chapter 1.
- Expanded sections on laboratory schools, parent-child interaction programs, and public pre-k programs in Chapter 2.
- a Section on executive function in Chapter 4.
- an Expanded discussion of digital portfolios and observation systems in Chapter 5.
- a New section on addressing bullying and encouraging friendships in Chapter 6.
- a Section on nature preschools and forest schools in Chapter 8.
- New framework for structuring teacher interactions in Chapter 10.
- Expanded discussion of English language learners in Chapter 12.
- a Section on family engagement programs in Chapter 13.
- Chapter 14 has been greatly expanded to provide a strong transition from learning how

to teach to becoming a teacher. It includes a new section on the current realities of early childhood education and an expanded discussion of what it means to be an early childhood professional.

OUR VISION FOR YOU

Many approaches can be taken in teaching others to work with young children. In this book we want to help you discover who you are as an educator and what you value for children instead of focusing exclusively on content and skills. Like creating a clay figure in which each part is drawn out of a central core, we strive to help your work be an integral part of who you are. Without this foundation, it is difficult to know how to respond to a group of real children. A figurine constructed by sticking head, arms, and legs onto a ball of clay often falls apart when exposed to the heat of the fire. Similarly, a teacher whose education consists of bits and pieces may fall apart when faced with the reality of the classroom.

You will play an important part in the lives of the children and families with whom you will work. We hope this tenth edition of *Who Am I in the Lives of Children?* will help you become a competent, nurturing, and reflective early childhood educator and an active and committed advocate for young children.

ACKNOWLEDGMENTS

We have been writing and revising *Who Am I in the Lives of Children?* since 1977, and during that period of time we have been influenced and supported by many colleagues, friends, and students. Our list of individuals to acknowledge continues to grow, as does our gratitude.

We want to thank Kate Tarrant, early childhood research and policy consultant, for invaluable assistance in the revision of Chapter 2 and for writing the section on current realities in early childhood education for Chapter 14. Special thanks to Leslie J. Munson, professor of special education at Portland State University Graduate School of Education, for her help in understanding the complexities of early intervention, as well as programs and services for young children with disabilities. Thanks go as well to Christyn Dundorf, Chair, Early Education and Family Studies, Portland Community College, for

her assistance in Chapter 14, and to Ginger Fink for sharing her thoughts about working with children with hearing impairments and their families.

We continue to acknowledge and appreciate Doris Christensen's contributions to the conceptualization of this book and to her writing in its first seven editions. We offer thanks to educational leaders who have contributed to our thinking and practice since we launched this book: Barbara Bowman, Sue Bredekamp, Harriet Cuffaro, Elizabeth Jones, Lilian Katz, Gwen Morgan, and Karen VanderVen. We remember with fondness Docia Zavitkovsky, Jim Greenman, Elizabeth Gilkeson, and Elizabeth Brady, and we honor the memory of Jean Fargo for helping us to realize that values must lie at the heart of the work of the early childhood educator. And we continue to be inspired by the respectful attitude toward children and the eloquent words of the late Fred (Mister) Rogers.

We wish to thank the following friends and colleagues for their assistance with this and previous editions: Georgia Acevedo, Steve Boblin, Linda Buck, Svatava Cigankova, Robyn Chun, Jane Dickson-Iijima, Richard Feldman, Marjorie Fields, Nancy Freeman, Jonathan Gillentine, Mary Goya, Kenneth Kipnis, Miles Nakanishi, Robert Peters, Julie Powers, Larry Prochner, Jackie Rabang, Alan Reese, Beth Rous, and Lisa Yogi.

Our students in the early childhood/elementary education program at the University of Hawai'i at Mānoa and the early childhood program at Honolulu Community College have given us insight, asked thought-provoking questions, and provided us with the viewpoint of the future educator.

Like you, we learn by doing. Our attitudes, values, knowledge, and skills have developed as we have worked with the children, families, and staff at programs in Hawai'i: the Leeward Community College Children's Center, University of Hawai'i at Mānoa Children's Center, and the Early School.

We would also like to thank the reviewers of this edition for their insights and comments: They are Jamie Brown, University of North Carolina, Charlotte; Christine Lux, Montana State University; Michelle Moen, El Camino College; and Jahnette Wilson, University of Houston.

This book is brought to life through the photographs, children's art, and videos that illustrate each chapter. The images of young children are the work of Jeffrey Reese, a talented photographer who took photographs for this and the previous five editions. The pictures were taken in Hawai'i at the Leeward Community College Children's Center, the Keiki Hauoli Children's Center at Honolulu Community College, and at Keiki Steps on the Wai'anae Coast of O'ahu; in Oregon at South Coast Head Start in Coos Bay and at Helen Gordon Child Development Center in Portland; and in Olympia, Washington, with the family of Kona and Ed Matautia. Much of the video was taken by Steve Bobilin, education specialist at Honolulu Community College. The artwork that adds such vibrancy to this edition is the work of the children of Leeward Community College Children's Center; it would not exist were it not for their talented teachers, Jackie Rabang and Steve Bobilin. We appreciate the cooperation of the children, staff, and families of these schools.

We are grateful to the New Lanark Trust in South Lanarkshire, Scotland, for graciously allowing us to use an image from their collection in Chapter 3.

Special thanks to our editor, Julie Peters, for all of her guidance and patience during this revision as we make a transition into the world of digital books.

No book is written without affecting the lives of the families of the authors. We especially want to thank Don Mickey, Jeffrey Reese, and Miles Nolte, who have encouraged us and supported our efforts with patience and good humor. During the last three revisions, Don has provided coffee, participated in food preparation, and tolerated having his kitchen overrun and his office appropriated while he became the go-to advisor on all things related to technology. This book, and our lives, would be much poorer without the participation and support of our families.

Stephanie Feeney

Eva Moravcik

Sherry Nolte

Portland, Oregon, and Honolulu, Hawai'i

FEATURES of this book

NEW Contextualized ▶ Video Links

Classroom videos and videos of teachers help you to understand what it is like to teach young children and make practical connections between what you are reading and what teaching is really like. Try answering the question(s) that accompany these videos to deepen your understanding.



agree that their primary responsibility and loyalty is to the young children in their care and to hard to keep sight of this priority when parents, agency directors, and other stakeholders demand that their concerns be given priority.

This [video](http://www.youtube.com/watch?v=-R-gh3Z9) (www.youtube.com/watch?v=-R-gh3Z9) is by Stephanie Feeney, coauthor, discussing the importance of ethics for early childhood educators.

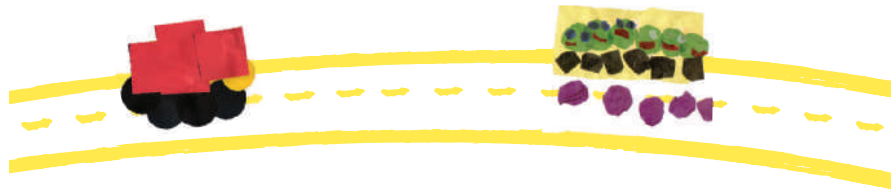
The NAEYC Code is widely employed in early childhood education. It was first adopted in 1989 and has been updated regularly since then, with the current version being approved in 2011. The NAEYC Code has led to the development of a supplement for teacher educators (in 2004) and a supplement for parents (in 2006). The code and supplements are designed to address the question: “What should the good early childhood educator do in a situation that involves ethics?”

NEW Comprehension Checks and Application Opportunities

A Quick Check ▶

Click on A Quick Check to check your understanding of the major chapter section you’ve just read.

A QUICK CHECK
on professional ethics.



Final Reflection

Now that you have read this chapter, take a few minutes to [reflect on and write about](#) teachers of young children.

◀ Final Reflection

Respond to a question about chapter content with a short answer at the end of the chapter. This involves reflection and application.

A Final Check ▶

This summarizing Final Check multiple-choice quiz at the end of the chapter is a good way to gauge your understanding of the entire chapter.

Final Check

Review your knowledge by completing [A Final Check](#).

Write About Personal Qualities (Learning Outcome 2)

Describe the personal qualities you think are most important for a teacher of young children to possess and explain why you think each one of them is important.

Reflection Margin Notes

There are two types of reflection notes in the chapters of this book. These margin notes pose questions for you to think, write, and talk about.




REFLECT ON symbolic play

Think about a time when you have observed children engaged in pretend play. How did this play help them to explore their understanding of how the world works? How were they learning to use symbols?

◀ “Reflect on . . .” Notes

These questions are intended to help you engage with what you are learning. Thinking and reflecting is a cornerstone of the learning process. Discussing and writing about these topics is a good way to focus your learning and clarify your thinking.



REFLECT ON your ethical responsibilities and confidentiality

A mother of a child in your class asks you to share how a relative’s child (also in your class) is doing in school. She shares that she is concerned about this child’s development. You’ve been worried about the child, too. Using the “Guidelines for Ethical Reflection” on page 24, reflect on your ethical responsibilities in this situation and think about an ethical response that you might make.


◀ “Ethical Reflection” Notes

Early childhood educators often encounter ethical issues in their work. An overview of professional ethics and discussion of ethical dilemmas that teachers of young children might experience can be found in Chapter 1, “The Teacher.” These notes describe ethical dilemmas and ask you to think about the conflicting responsibilities in each situation and to reflect on what the “good early childhood educator” might do to resolve it using guidance from the NAEYC Code of Ethical Conduct.

Golden Rules ▶

“Golden Rules” boxes contain important principles and practices for teaching, summarized and presented in a clear and useful format.

GOLDEN RULES for Responding to Mistaken Behavior

- 
1. **Observe the child closely and think carefully about what the behavior means.** There is always a reason for it.
 2. **Emphasize that school is a safe place.** Let children know that you will not allow anyone to hurt them or permit them to hurt others.
 3. **Offer two acceptable choices when you want children to change their behavior.** “You can paint at the easel or at the table.”
 4. **Give real choices.** If it is time to clean up, an appropriate choice might be, “Would you rather put the blocks away or help clean up the pretend area?” Don’t ask, “Do you want to put your toys away now?”
 5. **Allow children to save face.** For example, if a child has loudly proclaimed that he won’t hold your hand as you cross the street, allow him to hold the hand of another adult or the child next to him.
 6. **Focus on solutions rather than causes.** Ask, “What can we do since you both want to lead the reading group today?” instead of “Why did you take the leader badge away from her?”

Connecting with Families ►

Another feature is guidelines or strategies contained in boxes that we call “Connecting with Families.” These give you practical ideas for ways to include families in your program.

CONNECTING WITH FAMILIES

About Guidance Practices



Families use a variety of ways to teach their children about their expectations and how they want them to behave. Some of these may be similar to what you know about and understand; others may be quite different. Here are some ways you can get to know more about their values and discipline practices:

- Include a question in your enrollment packet asking families to tell you about ways they handle inappropriate behavior at home.
- Make time for a get-to-know-you meeting during the child's first days and ask them about their discipline methods; share ways that you handle inappropriate behaviors in your classroom.
- Ask what social skills they most wish their child to master and invite them to share ideas for how you can support them in teaching these.
- Plan family meetings around discussion of common challenges, such as bedtime, meals, saying no, and so on. Ask for their input regarding what the topic should be.
- Invite professionals with expertise in child guidance or knowledge of the cultures of the families in your program to lead a family meeting or to offer a parenting class.

Starting Your Professional Portfolio ►

Today, professionals in many fields create portfolios in which they document for employers and themselves their qualifications, skills, experiences, and unique qualities. Portfolios are “living documents” that will change as you grow, learn, and have new experiences.

STARTING YOUR PROFESSIONAL PORTFOLIO



In education, as in many other fields, one way to demonstrate your professional accomplishments is through the presentation of a professional portfolio. A professional portfolio documents your skills, knowledge, and training. In some colleges, you will be asked to create a portfolio for the purpose of assessing whether you have accomplished the required performance outcomes for a class or program.

Regardless of whether or not you are required to create a professional portfolio, we recommend that you keep one as a convenient way to keep track of your accomplishments to share with future employers as well as a tool for recording your growth as an early childhood educator. At the end of each chapter, we suggest additions to your professional portfolio that relate to the content of the chapter and that demonstrate your learning. Here are some ideas to help you begin:

Start Your Portfolio. Select an open, flexible format that is easy to organize and modify (such as a three-ring binder) to hold your portfolio.

Introduce Yourself. Use the reflections in this chapter to help you get started—writing ideas you'd like to include (1) in a brief autobiography that outlines the significant events in your life that led you to choose early childhood education as your career, (2) in a personal mission statement that explains your vision for yourself as an early childhood educator and your hopes and dreams as a professional, and (3) in a statement of educational philosophy describing what you value in

the education and care of young children. Remember, these will change as you progress from beginning student to beginning professional. Periodically go back to these to see how your ideas have evolved and make revisions that reflect new insights.

Collect Letters of Recommendation. Letters of recommendation from people who know your work and your character are independent evidence of your ability. When an employer, supervisor, or college professor gives you a favorable evaluation or compliments you on your work, it is a good moment to ask that person to formalize his or her appreciation by writing you a letter for your portfolio.

Create a Résumé. A résumé is a short outline of your qualifications and experience. It is useful to include an updated résumé in your portfolio if you plan to use the portfolio as a part of a job application. It gives a prospective employer a quick way to see if you are suitable for a position.

Document Your Qualifications. Make a section in your portfolio for degrees, certificates, personnel registry cards, and diplomas. Remember that training in other fields (e.g., music, water safety) can be useful supplements to your formal training in early education.

Begin an Ongoing Training Record. Over the course of your career, you will have many opportunities to engage in ongoing training. Your portfolio is an excellent place to keep track of this training and keep any certificates of attendance that you receive. For each training entry, be sure to note the date of the training, the name of the trainer and sponsoring organization, and the number of hours of training. You can

(continued)

End-of-Chapter Features

- **Final Reflection:** This is an interactive writing opportunity in the Pearson eText that permits you to demonstrate reflection and write about topics when prompted in this pop-up exercise with suggested feedback.
- **Related NAEYC Professional Preparation Standards:** We show which professional standards apply to the chapter in this brief section.
- **Learning Outcomes:** We had a purpose and specific learning outcomes in mind as we wrote each chapter of this book. Review this list to make sure that you are able to


demonstrate the knowledge and skills that the items cover. Each outcome aligns with a major section of the chapter, and serves as a useful review of chapter content.

- **Demonstrate Your Understanding:** This section suggests activities and projects to help you learn more about the chapter's content—all organized by learning outcomes. In addition, the Final Check hyperlink is a pop-up multiple-choice quiz (in the Pearson eText) with feedback, designed to help you check your own learning.

- **Document Your Knowledge and Competence:** This section suggests items that you might wish to put in your professional portfolio. Today, professionals in many fields create portfolios in which they document for employers and themselves their qualifications, skills, experiences, and unique qualities. Portfolios are “living documents” that will change as you grow, learn, and have new experiences. Guidelines for starting a portfolio can be found in Chapter 1.

- **To Learn More:** This section lists books and websites that might be of interest if you want to follow up on what you have learned.

At the back of the book you will find a *Bibliography*, which lists the books and articles that we consulted as we wrote each chapter. We hope you will have the opportunity to read some of these references as you develop into a committed early childhood educator.



Final Reflection

Now that you have read this chapter, take a few minutes to [reflect on and write about](#) how children grow and develop.

Related NAEYC Professional Preparation Development Standard

The NAEYC Professional Preparation Standard that applies to this chapter is:

Standard 1: Promoting Child Development and Learning (NAEYC, 2009).

Key elements:

- 1a: Knowing and understanding young children’s characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Chapter Learning Outcomes

This chapter provided information about the science of child development and the study of the whole child—the physical, social, emotional, and cognitive domains. It is our intention that you will use what you have learned to:

1. Describe the reasons why it is important for early childhood teachers to know about child development.
2. Relate principles of child development to observations of young children.
3. Describe ways that children’s development is influenced by heredity, by the environment, and by the interaction between the two.
4. Use theories about how children grow and learn to describe young children’s development.
5. Demonstrate understanding of the “whole-child” concept of child development.
6. Identify typical developmental milestones and sequences of development in infants, toddlers, preschoolers, and young school-age children.

Demonstrate Your Understanding . . .

The activities that follow are designed to further your understanding of the chapter content. When you complete them and prepare the items in the “Document Your Knowledge and Competence” section, you will have practiced what you are learning and demonstrated your growing mastery of the content.

Final Check
Review your knowledge by completing **A Final Check**.

Observe a Young Child (Learning Outcomes 2 and 5)
Observe a child for 45 minutes to an hour. Write notes on what you see.

Try to identify at least three behaviors for every domain of development. Create a grid like the following:

What You Observed	Developmental Domain the Behavior Illustrates
<i>Example:</i> S. climbed to the top of the climber, using alternating feet.	Physical

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SUPPLEMENTS to this text

The supplements package for the tenth edition is revised and upgraded. All online ancillaries are available for download by adopting professors via pearsonhighered.com in the Instructor's Resource Center. Contact your Pearson sales representative for additional information.

Instructor's Resource Manual This manual contains chapter overviews and activity ideas for both in and out of class.

Online Test Bank The Test Bank includes a variety of test items, including multiple choice, true/false, and short essay, and is available in Word.

TestGen Computerized Test Bank TestGen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create quizzes and exams. You install TestGen on your personal computer (Windows or Macintosh) and create your own exams for print or online use. The items are the same as those in the Test Bank. The tests can be downloaded in a variety of learning management system formats.

Online PowerPoint Slides PowerPoint slides highlight key concepts and strategies in each chapter and enhance lectures and discussions.

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Who Am I
in the Lives
of Children?



one | The Teacher

We teach who we are.

JOHN GARDNER

Welcome to the field of early childhood education! You are embarking on the important career of educating and caring for young children. The kind of person you are and the kind of professional you become will have a lasting impact on children, families, and society. The purpose of this book is to help you become an educator who can nurture the growth of children, support families, work amicably with colleagues, advocate for children and families, and, in the future, make your own distinctive contributions to early childhood education.

This first chapter will introduce you to the field of early childhood education and the work of a teacher of young children. Before you learn what and how to teach, it is helpful to have some understanding of the teacher's role and responsibilities and the different kinds of teaching work that are available to you.

In this chapter, you will learn about:

- The work of the early childhood educator.
- The teacher as a person—the personal qualities, values, attitudes, and experiences that will influence the kind of early childhood educator you will become.
- The teacher as a professional—the knowledge, skills, commitment, and values that will influence the kind of early childhood educator you will become.
- The kinds of careers that are available in early childhood education and some suggestions for how you can find the role that will suit you best.

In the process of learning more about yourself and about the field of early childhood education, you will acquire the knowledge, skills, and behaviors that will help you to grow into a dedicated early childhood educator who can provide high-quality nurturing experiences for young children.



The Work of the Early Childhood Educator

Because words create an image of who we are and what we do, what we call things is important. So we begin this first chapter with some basic definitions regarding who we serve and what we call the field and the people who work in it. **Early childhood** is generally defined as the period in the life span that includes birth through age 8. The field is generally referred to as “early childhood education,” “early childhood education and care,” or “early care and education” to emphasize the dual focus on learning and care that distinguishes early childhood programs and educators from other educators and schools.

In this book, we use the term **early childhood education** to refer to education and care provided in all settings for children between birth and age 8. We use this term because education is a core function of the early childhood educator's work and because it brings our field into alignment with other arenas of education (elementary, secondary, and postsecondary) while suggesting the uniqueness of our field's focus on young children. Additionally, the role of education is the one most valued in our society. When programs are viewed as educative, they are seen as worthy of respect, and the children who are cared for

and educated are viewed as learners. This term reflects the view that those who implement early childhood education support development and help children learn in the context of caring relationships.

Early childhood educators provide education and care for young children in a number of different kinds of settings. Most provide care with an educational focus with the goal of promoting positive development and learning, and involve broad responsibilities to children. These programs are found in diverse facilities, including child development centers designed for the care and education of young children, schools, and homes. Programs for children under age 5 are called **child care centers** (they may also be referred to as preschools or child development centers). Programs for children under age 5 that are housed in public schools are called **prekindergartens**. Programs where young children and their parents come together to learn are called **family-child interaction programs**.

Programs for children 5 through 8 years of age (often housed in public schools) include kindergartens, primary grades, and after-school programs. **Kindergarten** serves 5- and 6-year-olds and is the first year of formal schooling. **Primary grades** refers to grades 1 through 3 (and sometime includes kindergarten). Children with disabilities (birth to age 8) may be served in kindergarten and primary classrooms or may be taught in separate classrooms.

Of all the terms that are used to describe people who provide care and education for young children, we choose to use **teacher** “because it is the broadest term, it captures most of the job responsibilities, commands society’s respect, and is, after all, what children usually call the adults who care for them and educate them no matter what the setting” (Bredenkamp, 2011, p. 21). The term *teacher* emphasizes the things that unite us as a group of people who work with young children. It also is a term that the general public—people like your family and friends—will understand and about which they are likely to have positive associations. We call this chapter “The Teacher” because we believe this term best reflects you, a student reading this text, and your career aspirations, whether you are considering working with infants or 8-year-olds. We will also use the terms *caregiver*, *provider*, *practitioner*, and *early childhood educator* to refer to those who are employed to educate and care for children between birth and age 8 in infant-toddler programs, family-child interaction programs and home visiting programs, family child care homes, preschools, kindergartens, and primary grades.

Because programs for children under age 5 are most often found in preschools and child care centers while kindergarten through grade 3 programs are usually housed in elementary schools, it can be challenging to get a sense of the field of early childhood education as a whole. As you construct your understanding of the field, it may be helpful to keep in mind that all programs for young children have the overarching purpose of supporting children’s growth and development. No matter what they are called or where they are housed, all programs for young children provide both care and education. People who work in early childhood programs, regardless of their job title or the age of the children, strive to support all aspects of children’s development, promote learning, and provide nurturing care.

THE TASKS

Working with young children is varied and challenging; it demands knowledge, skill, sensitivity, creativity, and hard work. If these challenges excite you, you have probably chosen the right field. Early childhood education is especially rewarding for those who enjoy the spontaneous teaching and learning opportunities



REFLECT ON your current ideas about early childhood teachers*

What do you see in your mind when you think of a teacher of young children? What is the teacher like? What is the teacher doing? (Keep a copy of your response so you can refer to it later in this course or in your teacher preparation program.)

*This is the first of many reflections that you will find in this book. Reflecting on the questions asked and writing down your ideas will help you become an effective teacher of young children. Written reflections provide a valuable way for you to document your growth as an early childhood educator and start you on the road to becoming a reflective teacher.

that abound in daily life with young children. It may not be as enjoyable for people who think that teaching is a matter of dispensing subject matter or for those who like work that is tidy and predictable. Sometimes, college students who begin their careers with visions of shaping young minds become discouraged when they discover how much of their time is spent mixing paint, changing pants, arbitrating disputes, mopping floors, and wiping noses. But while working with young children can be demanding and tiring, it can also be invigorating and gratifying, for, in addition to more mundane tasks, you will get to have conversations with children, tell and read stories, sing, observe nature, explore neighborhoods, plant gardens, and provide inspiration for creative art, music, and movement. You will have the opportunity every day to plan and implement interesting and meaningful learning experiences. We have found that this wide range of tasks makes work with young children endlessly interesting and challenging.

While your most important task as an early childhood educator is working with children, you will also interact with families, colleagues, and community agencies. If you embarked on a career in early childhood education because you enjoy being with young children, you might be surprised at the extent to which early childhood educators work with adults as well. You will interact with families and work with other staff members daily. You might also communicate with people in agencies concerned with children and families (like child welfare workers and early intervention specialists) and engage with other professionals as you further your own professional development.

We hope that you, as one of tomorrow's early childhood educators, will make a commitment to providing high-quality programs for young children (the chapters of this book will explain how you can do that). Eventually, you may also want to develop knowledge of broader societal issues and become involved in policy decisions and advocating for the rights and needs of young children.

Working with Children

The first and most important of your tasks as an early childhood educator is working with children. Each day that you work with young children, you will communicate with them, play with them, care for their physical needs, teach them, and provide them with a sense of psychological comfort and security. The younger the children you work with, the more you will be called on to provide physical care and nurture.

Your work with young children will begin before the first child arrives and will continue each day after the last child has gone home. Because the learning environment is the primary teaching tool in programs for children under age 6, you will set the stage for learning by creating a classroom that is safe, healthy, and stimulating. You will also design the daily schedule, plan learning experiences, create learning materials, and collect and use resources. After children arrive, you will observe and support them as they play, mediate relationships between children, model the way you want people to treat one another, and help them develop skills and learn about the world. In a single day, you might function as a teacher, a friend, a secretary, a parent, a reference librarian, an interior designer, a colleague, a nurse, a janitor, a counselor, an entertainer, and a diplomat.

Developmentally Appropriate Practice

Because young children are vulnerable and dependent on adults, early childhood educators regard all areas of development—social, emotional, intellectual, and physical—as important and interconnected. As an early childhood educator,

you will be called on to nurture and support all these aspects of development. Concern for development of the **whole child** is an idea you will encounter over and over in this book. Care and education that is responsive to and mindful of the development of the whole child is known as **developmentally appropriate practice** (Bredekamp & Copple, 2009). We will explore how you can provide developmentally appropriate practice in the pages of this book.

Intentional Teaching

Early childhood educators need to have a repertoire of teaching strategies for every child they encounter (Epstein, 2007; National Association for the Education of Young Children, 2009). According to Ann Epstein (2007), an **intentional teacher** has a purpose behind every decision and skill in articulating the reasons for actions. The intentional teacher decides on goals for children's development, thinks through alternatives, and then decides on strategies that will achieve these goals. This teacher also has a solid base of knowledge of development, research, **pedagogy**, and relevant standards. He or she knows how to use this knowledge to meet goals and adapt to individual differences in children. An important part of your preparation to be a teacher will be learning to select appropriate teaching strategies and to practice explaining why you chose them in a way that is easily understood by children's family members, colleagues, and others interested in young children's development and learning.

Addressing Standards

More and more early childhood educators are being asked to pay attention to **early learning standards**. These standards are developed by states to specify developmental expectations for children from birth through entrance to first grade. As part of the current emphasis on standards, you will probably be expected to do the following:

- Know what standards are used in your program and in your state
- Design a curriculum that addresses early learning standards
- Assess what children have learned in terms of standards
- Identify how you are meeting standards

These tasks are very similar to what teachers have done in the past, but today you can expect your work to be more visible, more public, and more likely to be evaluated.

Differences between Preschool and Primary Programs

If you are in a teacher education program that assigns students to internship experiences in both preschools and elementary schools, you will notice differences in philosophy and practices between programs for younger and older children. Programs for preschool children are generally more closely designed to reflect research on child development. Teachers in preschools are more likely to design the learning environment into activity centers filled with toys and materials for children to explore and create with. They view the role of the teacher as facilitator and believe that play is an important medium for learning. These programs emphasize child-choice and hands-on activity and base assessment of children on observing them in the classroom.

In elementary programs, as you probably remember from your childhood, teachers focus more on the acquisition of skills in subjects like reading and math and knowledge of science and social studies. Elementary classrooms are often

furnished with desks and worktables rather than learning centers. Learning is likely to involve more reading and verbal instruction. Children do more assigned paper-and-pencil work and are frequently assessed with graded paperwork and tests. Of course, these generalizations are not true of every program. There are exceptions in every community.

WORKING WITH FAMILIES

Young children cannot be separated from the context of their families, so building good relations with family members is an important part of the role of the early childhood educator. Because early childhood programs often provide the child's first experience in the larger world away from home, you will play an important role in the transition between home and school—helping families and children learn to be apart from one another for a period of time each day. In fact, you may be the second professional (the first is usually the pediatrician) who has a relationship with the family and the child. A partnership between home and the early childhood program is absolutely essential in programs for infants, toddlers, and preschoolers.

Just as your work with children brings with it diverse roles and demands, your work with families involves a range of attitudes and skills that are both similar to and different from those you need in your work with children. In your work with families, you may find yourself being a consultant, a social worker, an advocate, a teacher, a reporter, a librarian, a mediator, a translator, a social director, and a mail carrier. These diverse roles provide another way that your job will be varied, engaging, and challenging.

WORKING AS PART OF A TEAM

An important feature of the role of most teachers is working collaboratively with other adults. Working as part of a team involves collaborating with coworkers, supervising volunteers, interacting with program administrators, and working with a host of other adults, ranging from custodians to counselors.

The ability to work productively on a team is an important professional skill. In effective teams, people work together on behalf of a shared goal. They support and respect one another despite differences. They acknowledge and make the best use of one another's strengths and contributions. They understand their roles and fulfill their responsibilities. Perhaps most important, they communicate effectively and strive to resolve the conflicts that inevitably occur when people work in close proximity every day. For these reasons, many people find participating in a team gives them support, stimulation, and a sense of belonging.

Being a part of a team is more than just turning up for work each day. It involves



an understanding of team roles and responsibilities and taking an active role in the work situation. It means being a good colleague by treating others with respect, honoring diverse values and communication styles, being sure that you do your share of the work, and appreciating your colleagues' contributions.

The Teacher as a Person

Because who you are as a person is the foundation for the professional you will become, we begin our examination of the role of the teacher of young children by looking at the teacher as a person. We look at the personal qualities required of teachers of young children and ask you to take a thoughtful look at who you are in relationship to the teacher you are becoming. Then we examine what it means to be an early childhood professional. As you enter the field, you bring with you the sum of your experiences—your personal qualities, gender, race, culture, family circumstances, values, beliefs, and life experiences. These aspects will blend over time with your professional training and experiences working with children and families to forge your identity as an early childhood educator.

QUALITIES OF A GOOD TEACHER OF YOUNG CHILDREN

Are you intellectual? Thoughtful? Practical? Are you active and outgoing? Are you quiet and reserved? Are you creative and dramatic? You can become a good teacher with any of these characteristics. Many kinds of individuals can work successfully with young children. There is no one “right” personality type, no single set of experiences or training that will impart the required traits. No single mold produces a good teacher of young children.

Although people from many different backgrounds can do a good job as early childhood educators, not everyone finds success and satisfaction in this field. What makes a good early childhood teacher? What combination of attitudes, knowledge, skills, and personal qualities—including **dispositions** (tendencies to respond to experiences in certain ways)—contribute to the ability to work effectively with young children? Successful early childhood educators have been described as having the following characteristics: positive outlook, curiosity, openness to new ideas, enthusiasm, commitment, high energy, physical strength, a sense of humor, flexibility, self-awareness, the capacity for empathy, emotional stability, warmth, sensitivity, passion, perseverance, willingness to take risks, patience, integrity (honesty and moral uprightness), creativity, love of learning, and trust in children (Cartwright, 1999; Colker, 2008; Feeney & Chun, 1985; Katz, 1993).

Many early childhood scholars have explored the characteristics that early childhood teachers need. We have included this statement written by Barbara Biber (Biber & Snyder, 1948) in every edition of this text because it so eloquently addresses what we think early childhood educators should be like:

A teacher needs to be a person so secure within herself that she can function with principles rather than prescriptions, that she can exert authority without requiring submission, that she can work experimentally but not at random and that she can admit mistakes without feeling humiliated (p. 282).

There is no end to the list of desirable teacher qualities. We agree with the authors cited in this chapter and many others who have written movingly about the qualities of good early childhood teachers. All teachers of young children need to love what they do, communicate effectively with children and adults, be good role models, provide unconditional caring for children, and, at the same time, be able to view them objectively.

Good teachers also need to have a deep appreciation and respect for children. Respect—a way of relating to others that is based on the belief that every human being has value and deserves to be appreciated—is fundamental. In early childhood education, it is not necessary (or possible) to love every child, but it is imperative that early childhood educators respect the worth and value of every child and family member. It is also important for teachers of young children to be altruistic—able to focus consistently on the best interests of others—and have the capacity to nurture others. Caring is at the core of the work of the early childhood educator.

We know that appreciation and respect for children, paired with a caring nature and an inquiring mind and spirit, lead to a sense of joy, hope, and commitment that can turn teaching young children from a job into a deeply held sense of mission (sometimes referred to as a **calling**).

This **video** shows teachers discussing what motivates them to teach. Watch this video and reflect on whether the teachers view teaching as a “calling.” Which of the reasons for teaching is closest to the motivation you bring to teaching? Are there others that you think might apply to you? Are there some that resonate for you that you never thought of before?



PERSONAL ATTRIBUTES

People with a wide range of personal **attributes** can be effective as teachers of young children. What is important is for you to be willing to look at yourself as objectively as possible, understand your personal attributes and how they might impact your work with children and families, and be willing to work to overcome anything that could hinder your ability to maintain good relationships and work effectively.

Over the years, we have asked beginning students in our college classes to think about the characteristics of the teachers they experienced as children whom they liked best and liked least. We have found that many of their memories are about the distinctive personal attributes of their former teachers. The teachers whom they liked best were kind, fair, compassionate, warm, and good listeners. The teachers they liked least were uncaring, inconsistent, boring, and inattentive and sometimes humiliated them. The memories from childhood that our students report are often vivid, and some still elicit strong emotions. Exploring this question has reinforced our belief that who a teacher is as a person has a strong and lasting impact and is the first thing that should be considered as you embark on your career as a teacher.

Temperament

We have found the research of pediatricians Alexander Thomas and Stella Chess on the temperament of infants, adapted to adults by therapists Jayne Burks and Melvin Rubenstein (1979), a good place for our college students to begin to look at their personal attributes. Thomas and Chess refer to **temperament** as an individual’s behavioral style and typical ways of responding. They found that newborns show definite differences in traits of temperament that tend to persist over time. Although modified through life experiences, the nine dimensions of temperament are helpful in explaining personality differences in adults as well as children.