Who Am I in the Lives of Children?
Who Am I in the Lives of Children?
An Introduction to Early Childhood Education

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A Letter to Readers

Dear Reader:

Welcome to the eleventh 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.

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 will be an exciting one; a venture that will be shaped both by your unique experiences, values and beliefs and by the knowledge and skills you build along the way. We encourage you to take time to think carefully about what you know 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 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 development 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, now in its second edition; it can be used as a companion book to this text. Their in-depth reading, research, and writing on curriculum informs this edition of Who Am I in the Lives of Children?

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 ten 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 ten 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. We continue to be inspired by the insight, respectful attitude toward children, and the eloquent words of the late Fred (Mister) Rogers.

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 focus on getting to know each individual’s strengths, interests, challenges, and circumstances. They 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

In the Pearson REVEL digital version of the book, you will find the following:

- **Video Examples**: Videos with questions to encourage critical viewing of video clips related to the chapter content.
- **Application Exercises: Watch and Write About**: Video exercises accompanied by short answer questions with feedback. These are assignable and can be used to deepen understanding of chapter content and to show concepts in action.
- **A Quick Check**: Quizzes that appear at the end of every major chapter section. Students taking these multiple-choice question format quizzes with feedback can quickly assess their understanding of the key concepts they just read about.
- **Shared Writing**: A whole-class collaborative writing exercise at the end of each chapter that invites you to share your ideas about what you are learning and reflecting upon with other students enrolled in the course and your instructor.
- **Final Reflection**: Short answer questions at the end of each chapter that will encourage you to synthesize your understanding and reflect upon how you plan to apply what you have learned.
- **Flashcards**: Digital flashcards at the end of each chapter that can be used as a study aid.
- **Glossary**: Updated and contains key terms in bold type linked to a digital glossary.
- **Interactive Application Exercises**: Some new interactive elements appear throughout the chapters to help you self-assess and apply your understanding using these new digital tools.
In this eleventh edition you will also find:

• Updated content and references throughout
• New video segments
• Updated statistical information about children and families in Chapter 2
• Discussion of Gardner’s most recent intelligences, Chapter 4
• Expanded discussions of dual language learners, technology in the classroom, and a new section on Universal Design for Learning in Chapter 12
• Discussion of strategies for working with immigrant families and their children in Chapters 7 and 13
• Updated section on family engagement in Chapter 13

Our Vision for You

Many approaches can be taken in teaching others to work with young children. It is not our intention for everyone to come to the same conclusions or to work with children in the same way. 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 eleventh 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 are very grateful to early intervention specialist Aoife Rose Magee for helping us to review research and revise Chapter 12, Including All Children. Special thanks to Maud Naroll for her assistance in updating the statistical information in Chapters 2 and 12.

We continue to acknowledge Doris Christensen’s contributions to the conceptualization of this book and to her writing in its first seven editions. We offer thanks to the many educators who have contributed to our thinking and practice since we began writing this book: Barbara Bowman, Sue Bredekamp, Harriet Cuffaro, Elizabeth Jones, Lilian Katz, Gwen Morgan, and Karen VanderVeen. We remember with fondness Docia Zavitzkovsky, 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.

We wish to thank the following colleagues for their assistance with this and previous editions: Georgia Acevedo, Steve Bobilin, Linda Buck, Svatava Cigankova, Robyn Chun, Jane Dickson-Iijima, Christyn Dundorf, Richard Feldman, Marjorie Fields, Ginger Fink, Nancy Freeman, Jonathan Gillentine, Mary Goya, Kenneth Kipnis, Leslie J. Munson, Miles Nakanishi, Robert Peters, Julie Powers, Larry Prochnie, Jackie Rabang, Alan Reese, Beth Rous, Kate Tarrant, 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 asked thought-provoking questions and given us insight into the viewpoints 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: Susan P. Maude, Iowa State University (retired); Amy Smith, Johnston Community College; Robert J. Walker, Southwest Tennessee Community College; and Charlene McCaghren Woodham, Ed.S., Athens Technical College.

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 seven 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, and the Kunsthistorisches Museum.
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Vienna, for graciously allowing us to use images from their collections in Chapter 3.

Special thanks to our editor, Julie Peters, for all of her guidance and patience during this revision as we learned to adapt to a new digital platform. We’d also like to acknowledge Jason Hammond and Krista McMurray for all of their help in preparing this edition.

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. This book, and our lives, would be much poorer without the participation, love and support of our families.

Stephanie Feeney
Eva Moravčík
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.

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.

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

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.

Chapter Learning Outcomes:

1.1 Explain the context in which early childhood education occurs and the most important tasks that characterize the work of the early childhood educator.
1.2 Discuss the importance of teachers’ personal attributes, both those that are inborn and those that are learned from culture, family, and community.
1.3 Demonstrate understanding of what it means to be a professional with emphasis on the role of morality and ethics.
1.4 Describe educational pathways that are appropriate to a variety of career goals and identify some that you think might be appropriate for you.
Features of this Book

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

“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.

Related NAEYC Professional Preparation Standards
We show which professional standards apply to the chapter in this brief section.

Golden Rules
for Interviewing a Child for Assessment
1. Don’t interrupt a child who is actively involved with friends or play activities; instead, invite the child to join you during an interchange after play.
2. Choose a quiet corner for the interview where you can sit at the child’s level.
3. Plan a few questions in advance and make them to your objectives for children—remember, you want to know what children understand and can do, not whether they liked an activity or the way you teach.
4. Use open-ended questions that have many possible answers to avoid the child feeling there is a “right” answer. Start with phrases like “Tell me about . . .” and “What do you think . . .?”
5. Use language that is easy for the child to understand.
6. If the child doesn’t answer a question, rephrase the question and ask it again.
7. Use the child’s answers and interests to guide the interview.
8. Record children’s behavior as well as their words.

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.

Document Your Skill & Knowledge About the Learning Environment in Your Professional Portfolio
Include some or all of the following:
• An evaluation of an existing early childhood environment using the Learning Environment Checklist in Appendix B. Include a short written analysis of the strengths of the environment as well as how you might change or modify it to better support children’s development.
• A photograph of a classroom, playground, or learning center you have created with a brief description of why you designed it in this way.

Start 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.
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.

- **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.

- **Shared Writing:** At the end of each chapter is a shared writing exercise intended to give you an opportunity to share your thoughts on some aspect of the chapter with your classmates and instructor.

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.

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**Application Exercise 3.2 Final Reflection**

**To Learn More**

**Read**

- Absorbent Mind, M. Montessori (1967)

**Visit a Website**

The following agencies and organizations have websites related to the history of early childhood:

- Froebel Foundation USA
- Rachel McMillan Nursery School
- The Association for Experiential Education: Progressive Education in the United States
- High/Scope Educational Research Foundation
- Bank Street College of Education
- Why Waldorf Works (website of the Association of Waldorf Schools of North America)
- American Montessori Society
- Association Montessori Internationale
- North American Reggio Emilia Alliance

**Document Your Skill & Knowledge About the History of ECE in Your Professional Portfolio**

Include some or all of the following:

- **Explore an Educational Approach**
  
  - Read about one of the educational approaches discussed in this chapter (High/Scope, DIA, Waldorf, Montessori, Reggio Emilia). Describe what you see as the major features of the program. Analyze how what you read reflects the history of early childhood education described in the chapter. Include your thoughts and reactions to what you learned and the implications for you as an early childhood educator.

- **Read and Review a Book**
  
  - Read a book about one of the historical figures or European educational approaches discussed in this chapter. Write a review of the book that includes your thoughts about what you learned, how it helped you understand themes in the history of early childhood education, and implications for you as an early childhood educator.

**Shared Writing 3.1 History of Early Childhood Education**
Supplements to this Text

The supplements package for the eleventh 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, 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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## The Curriculum

### What is Curriculum?
- Where Does Curriculum Come From?
- How Young Children Learn
- Curriculum in Early Childhood Education
- How Early Childhood Teachers Teach

### The Physical Development Curriculum
- Gross Motor Curriculum
- Fine Motor Curriculum
- Sensory Development Curriculum

### The Communication Curriculum
- Language Curriculum
- Literacy Curriculum
- Literature Curriculum

### The Creative Arts Curriculum
- Visual Art Curriculum
- Music Curriculum
- Creative Movement Curriculum
- Aesthetics Curriculum

### The Inquiry Curriculum
- Math Curriculum
- Science Curriculum
- Social Studies Curriculum

### Final Thoughts
- To Learn More
  - Document Your Skill & Knowledge About Curriculum in Your Professional Portfolio

## Curriculum Planning

### The Purpose of Planning
- Influences on Planning
  - What You Teach
    - VALUES AND BELIEFS
    - KNOWLEDGE OF CHILDREN
    - FAMILY, CULTURE, AND COMMUNITY
    - WHAT’S WORTH KNOWING
    - CONTENT STANDARDS
  - How Curriculum Is Organized
    - LEARNER-CENTERED CURRICULUM ORGANIZATION
    - INTEGRATED CURRICULUM
    - SUBJECT-CENTERED CURRICULUM ORGANIZATION

### The Process of Planning
- Basing Plans on What You Observe
  - OBSERVE INDIVIDUALS
  - OBSERVE THE GROUP
  - OBSERVE WITH A FOCUS
- Teaching Methods or Strategies
  - PLAY
  - SCAFFOLDED ACTIVITIES
  - GROUP ACTIVITIES
  - SELECTING A TEACHING METHOD

### Writing Plans to Guide Teaching
- Activity or Lesson Plans
  - WHAT AND WHY
  - WHAT YOU NEED
  - THE TEACHING PROCEDURES
  - THE ASSESSMENT PLAN

### Implementation, Assessing, and Evaluation
- Writing Activity/Lesson Plans in the Real World
- Weekly Plans

### Integrated Curriculum Planning
- Choose a Topic
- Learn about the Topic
- Write the Big Ideas
- Generate Ideas for Activities
- Enrich the Environment
- Plan
- Implement the Study
- Evaluate the Integrated Study

### Final Thoughts
- To Learn More
  - Document Your Skill & Knowledge About Curriculum Planning in Your Professional Portfolio

## Including All Children

### Dual Language Learners
- Working with Dual Language Learners

### Children with Disabilities
- Terminology
- Laws Governing Services to Children with Disabilities
- Programs for Children from Birth Through Age 2
- Programs for Children 3 to 5 Years of Age
- Programs for Children 5 to 8 Years of Age
- RESPONSE TO INTERVENTION
- UNIVERSAL DESIGN FOR LEARNING

### Identification of Disabilities
- Inclusion

### Characteristics of Young Children with Disabilities
- Children with Orthopedic Impairments
- Children with Cognitive Delays
- Children with Learning Disabilities
- Children with Communication Disorders
- Children with Sensory Impairments—Visual
- Children with Sensory Impairments—Hearing
- Children with Sensory Impairments—Sensory Processing Disorder
- Children with Attention-Deficit/Hyperactivity Disorder
- Children with Emotional Disorders
- Children with Autism Spectrum Disorders

### Children with Other Special Needs
- Children with Special Gifts and Talents
- Children Who Have Been Abused or Neglected
- Children with Acute or Chronic Health Conditions

### Working with Families of Children with Disabilities

### Final Thoughts
- To Learn More
  - Document Your Skill & Knowledge About Including All Children in Your Professional Portfolio
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