

Overview

The Whole Child is a practical methods book for foundational or introductory courses in early childhood education. It explains how to teach and care for young children from infancy through Grade 3 in ways that foster healthy development. It helps preservice teachers understand what children need from the learning environment in order to thrive. For that reason, it focuses on the child and pictures him or her as composed of a number of selves: the physical self, the emotional self, the social self, the cognitive self, and the creative self.

A Focus on the Domains: The Five Selves

The discussion of the physical self includes not only large- and fine-muscle development but also how to best handle routines because such things as eating, resting, and toileting contribute much to physical comfort and well-being. For the emotional self, the book considers ways to increase and sustain mental health, to cope with crises, to use guidance to foster self-control, to cope with aggression, and to foster self-esteem. Included for the social self are ways to build social concern and kindness and learning to value the cultures of other people. The cognitive, or intellectual, self is considered in terms of language and literacy development, the development of reasoning and thinking skills via the emergent approach, and the development of specific reasoning abilities. Finally, the creative self covers the areas of self-expression through the use of art materials and creativity as expressed in play and applied in thought.

The Whole Child is based on the premise that physical and emotional health are fundamental to the well-being of children, that education must be developmentally appropriate if that well-being is to prosper, and that children need time to be children—time to be themselves, to do nothing, to stand and watch, and to repeat again what they did before. In short, they need time to live in their childhood rather than rush through it. If we offer the young children we teach rich and appropriate learning opportunities combined with enough time for them to enjoy and experience those opportunities to the fullest, we will enhance childhood, not violate it.

New to This Edition

- New information on designing the *classroom environment* to serve as an educational method that teaches to the five selves of the child as well as a visual example of a well-designed preschool classroom
- Over *100 new photos* taken in real classrooms, giving teachers a view of what teaching *really* looks like
- A new *Teacher Talk* feature highlighting key ideas through the statements of mentor teachers
- “*What the Research Tells Us*,” which presents current research studies in a way that allows teachers to understand them and apply them in the classroom
- New information on *the project approach* and the use of webbing
- *Graphics* that illustrate important concepts so students can visually learn more challenging content
- New content in Chapter 16 that helps students apply educational theories to themselves (as well as to the children) to set their career path in becoming “The Whole Teacher”

Continuing Features

- Material is presented in a warm, practical approach based on more than 35 years of experience teaching adult students and young children.
- Emphasis is on teaching methods that focus on children and their developmental needs rather than on science or art *per se*.
- The authors, who have visited and studied the Reggio schools for over two decades, include explanations of the Reggio Emilia approach and suggestions for integrating aspects of that philosophy.
- Entire chapters are included on multicultural, nonsexist education (Chapter 4) and welcoming children who have special educational requirements into the life of the school (Chapter 5).
- The importance of *advocacy*—for children, families, and for the teaching profession—is discussed.
- *Clarifying values and priorities* for the new teacher are considered.
- Diverse current issues from the *No Child Left Behind Act* to *integrated curriculum* to *multiple intelligences* to *intentional teaching* are discussed.
- The basic tenets of *Vygotsky’s*, *Piaget’s*, *Gardner’s*, and *Bronfenbrenner’s theories* are explained, as well as their *implications* for early childhood education.
- The development of reasoning and thinking skills via the *emergent approach* is emphasized.

- Practical examples are given of how teachers adapt the *Reggio Emilia* approach in American classrooms, including discussion and examples of documentation.
- “*Related Organizations and Online Resources*” in each chapter identify especially interesting and relevant resources available at low or no cost to students.

Instructor and Student Resources

A 13-video DVD series, *The Whole Child: A Caregiver’s Guide to the First Five Years*, was funded by Annenberg CPB Project. This series, available in Spanish and English, was produced under the guidance of an advisory committee that included Lilian Katz, Joan Costley, Irving Siegel, Carol Phillips, Ruby Burgess, Eli and Rosaline Saltz, Barbara Ferguson-Kamara, Frederick Goodman, and Jane Squires. Materials can be purchased by calling 1-800-LEARNER or can be purchased and viewed at www.learner.org. Search for “The Whole Child.”

Pearson Resources

The following resources are available online for download by adopting instructors from www.pearsonhighered.com. Click on Educators, then register and download any of the following ancillaries:

- An expanded *Instructor’s Resource Manual* includes “predicaments” for class discussion and suggested assignments.
- An updated *Online Test Bank*, also available in numerous course management formats, offers multiple-choice, true/false, and essay questions for every chapter.
- Complete slides for every chapter are available in PowerPoint™ format for enhanced classroom presentation.

Acknowledgments

I owe so much to so many people that it is an impossible task to mention them all. Some of these people are old, familiar friends and influences from my past. They include the students, parents, and staff who contributed to my knowledge of early childhood. In addition, I am forever in debt to my mother, Alma Berg Green, who not only began some of the first parent education classes in Los Angeles but also taught me a great deal about young children and their families.

I am also indebted to Sarah Foot and her wonderful Starr King Parent/Child Workshop, which convinced me that my future lay in early childhood education, and to my own children, who bore with me with such goodwill while I was learning the real truth about bringing up young people.

As far as the book itself is concerned, I would like to thank Murray Thomas for teaching me, among other things, how to write and John Wilson for convincing me that some things remained to be said and changed in early education. To

Chester and Peggy Harris, I am forever indebted for a certain realistic attitude toward research, particularly in the area of cognitive development.

Of course, time does not stand still, so now I want to add to my list of early childhood friends and associates. As the new edition of *The Whole Child* goes to press, the people at Pearson have been of great assistance.

Finally, it gives me considerable pleasure that Patty Weissman is the co-author for the tenth edition. While continuing the philosophy and practical approach that has characterized previous editions of *The Whole Child*, Patty Weissman contributes a fresh background in institutional and family child care. In addition, she is thoroughly acquainted with the Reggio Emilia approach because she was an early editor of *Innovations in Early Education: The International Reggio Exchange*. I know as you enjoy the latest edition of *The Whole Child* you will come to respect Patty as much as I have and that you will agree I am leaving my precious book in good hands.

—Joanne Hendrick

I wish to thank Joanne Hendrick for her contribution to early childhood education—and to my own education—through her creation of *The Whole Child*. I first encountered the text as a student some 35 years ago, and I felt as if I had found a friend. I believed Joanne Hendrick to be someone who understood my experiences as a novice teacher, someone who appreciated my hard work and confusion as well as the deep sense of satisfaction I was beginning to feel from teaching. Through her delightful humor and down-to-earth wisdom, I came to trust the author and allowed her to pull me, reluctantly, into the world of educational theory (a world I now love). Joanne Hendrick was the first person who led me to think that the ideas of Erikson, Piaget, and Vygotsky are not only far from boring but are awesome and true and very useful.

My learning from Joanne Hendrick continues as we now collaborate on the revision of *The Whole Child*. I am extremely grateful for this experience. I hope that as a result of my efforts, at least one hardworking and perhaps confused novice teacher will feel as if she or he has found a friend.

I also wish to thank my other notable mentors: Rosalyn Saltz, founder of the Child Development Center at the University of Michigan–Dearborn, and Eli Saltz, former director of the Merrill-Palmer Institute. Separately and together, they are a powerhouse of good ideas, good practices, good teaching, and most important, good hearts.

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The tenth edition has moved with the times and includes much new material. For their many suggestions in this regard, I would like to thank the following reviewers: Candice Dowd Barnes, University of Central Arkansas; Cynthia Biegler, University of Mobile; and Kathleen Head, Lorain County Community College.

Finally, I am forever grateful for all the children who have instructed me in life—from my first “batch of babies” at the Infant Development Center of San Francisco, to the Gorilla Group at Step One Nursery School in Berkeley, to my own dear offspring, Rose and Tony.

—Patricia Weissman