

Intro to early childhood ed



Early Childhood Educator a person who provides care and education to young children. a person with specialized training working with children ages 2 to 8 in a school or child care center

Whole Child meeting all needs , physically ,

socially , mentally , spiritually , academically

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Order Now Developmentally Appropriate Practice responsive care and education

that is mindful of the development of the whole child

age

individual and

cultural appropriateness Age Appropriateness matching the child's

developmental levels

- preschool are informed by the study of child development : activity

centers , play (vital for development) , child choice , hands on learning ,

teacher as facilitator base assessments on observations

- elementary - acquisition of knowledge (ss, reading , math) desks/ work

tables , more reading and verbal instruction. paper-pencil work . assessment

are graded through paperwork and tests

Cultural Appropriateness understand the context of the children's families . child's first experiences in larger world

away from home . transition between home and

school

Disposition tendencies to respond to experiences in certain

ways

Temperament- nine dimensions

1- activity level : physical and mental

activity)

2- regularity (rhythmicity) : preference for predictable routines or

spontaneity

3- distractibility : degree to which extraneous stimuli affect behavior ,

readiness to leave one activity for another

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4- approach : ways of responding to new situations

5- adaptability: ease of adjustment to new ideas or situations after initial responses

6- physical sensitivity : threshold of responsiveness / sensitivity to changes in the environment including noise , taste, smell , and temperament

7- intensity of reaction : energy level typical of response , both positive and negative

8- persistence and attention span: the amount of time devoted to an activity , even when it is difficult , and the ability to continue working when distracted

9- quality of mood: general optimism or pessimism , tendency to enjoy things uncritically or to be more selective about situations enjoyed

Multiple Intelligences

linguistic

logical/ mathematical

body/ kinesthetic

musical

interpersonal

intrapersonal

spatial

naturalistic

Ethical dilemma

conflict or concern is an ethical issue ,
determining what you feel responsible for the problem .

NAEYC National Association for the Education of Young Children- a professional association that developed a code of ethics that spells out early childhood educators moral obligations and identifies the distinctive values of the early childhood field and describes what graduates of childhood training programs should know how to do. Behaving collegially

dressing appropriately , showing up on

time , knowing your responsibilities , following through with commitments , applying the knowledge you have acquired to your work with children and representing your program and the field positively in your community .

Ethical/Ethics is the study of right and wrong , duties and obligations .

Professional ethics address the moral commitment to a group extending and enhancing the personal values and morality of educators through right and wrong .

Responsible behavior towards students and parents that allows you to be considered a professional.

Dilemma a predicament that involved competing professional values , it puts the interests of one person or group in conflict with one another. Stages of Professional Development

- 1- survival

- 2- consolidation

- 3- renewal

- 4- maturity

Stages of Professional Development: Survival
Stage 1: Survival - first year of working

you apply the knowledge learned in college

try and avoid unrealistic expectations

Stages of Professional Development:

Consolidation
Stage 2: consolidation-

bring together what you know and more personally approached , seek

advice

Stages of Professional Development: Renewal
Stage 3: renewal -

3-5 years of experience , you feel more confident ,, you begin to enjoy

professional readings , workshops and research

Stages of Professional

Development: Maturity
Stage 4: maturity -

after 5 years of working with children less interest in details and more

interested in values , theories , issues and philosophies that underline you work developEarly learning guidelines1- to support children's learning and development

2- provide the care for children in facilities where adults are working or are in trainingNCLBNo Child Left Behind 2001 built upon the expanded previous policies requiring school accountability it requires states to measure every public school students progress in reading , math yearly and through assessment .

Goal - to ensure that all children are making adequate progress in school

Early learning standardscontent standards address goals and objectives for each subject area for each grade level - describe learning experiences that should be provided by programs to give children a well rounded educational experience and to help prepare then for later school experiences.

1) range of developmental domains

2) be inclusive of culture and language of children's home

3) incorporate items addressing critical natures of relationships for infants and toddler developmentEarly learning assessmentspreformance

(achievement) standards - tests , to determine to what extent which

children have mastered the contentInfrastructurestates develop systems

that include early learning and program quality standards , a program rating and improvement system , a professional development system that will create a consistent , accessible pathway to professional development for

everyone in a state who works with young children and a data management

and reporting systemPedagogyability to apply pedagogical and content

knowledge (teaching skills) - art and science of teachingPlato-theory(ideal

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state book)

education should begin with the young child (all children not just girls)

humans are good

development of both mind and body are important

play is valuable tool for learning

curriculum should include games , music , stories , drama to illustrate values .

knowledge of geometryJohn Dewey- theoryProgressive education- schools should prepare children for the realities of today rather than a vague future time, believed curriculum should be based on children's

interestsOblatesyoung children chosen to live a religious life - future of the monastery - their education was considered and important part of

community activitiesJohn Locke- theorythe blank slate theory - all children are born with no prior knowledge or understanding they learn through their experiences. this changed education because children learn from their environments and are like sponges

- believed in nature vs nurture

- infants should not be restrictedTabula RasaBlank slate- John Locke's theoryJean Jacques- Rousseau theory- all children come into the world with original sin and you need to establish an order of obedience to rid your sin

- education should begin at birth

wrote the book " Emile", naturalism, sought to create a more family like atmosphere in schools,

- children are always learning from adults

Johann Pestalozzi- theoryhis ideas laid the foundation for teaching . believed that all children have the right to an education and the capacity to profit from it. orphaned children . school could awaken the potential of a child and lead to social reform

- first year of life is most important developmentally
- adapt instruction to children's interests , abilities , and stages of development . Friedrich Froebel- established? Kindergarten

developed a curriculum and educational methodology based on gifts occupations songs and games, teacher is responsible for guidance and direction of play so children become creative contributing members of society

Froebel : Forms of lifegardening , care for animals , domestic tasksFroebel : Forms of mathematicsgeometric , form and their relationships with each otherFroebel : Forms of beautydesign with color , shape , harmonies and movementFroebel : Forms of giftschildren's play was guided with carefully presented special materials and activities to enhance sensory and spiritual development (yarn balls , blocks , wooden tables , geometric shapes , natural objects)- manipulativesFroebel : Occupationsmolding , cutting , folding , bead stringing , embroidery . foster discovery , inventiveness and skillMartin Luther- influences(former monk) - advocate of universal education - all should be taught to read , so they can read the bible Translated bible into German, believed family was most important institution in the education of children, believed schools were to teach children to read, believed individuals were free to work out their own salvation through scriptures

- schools should have intellectual , religious , physical, emotional and social qualitiesEducational Penduluminfluenced by changing politics and changing views of learning - emphasis on needs and interests of children and more ridged prescribed approaches to learningMargaret McMillian and Rachelfounded pre-school
- nurture , care and learning

Believed in education where children could explore their imaginations develop sensory and perceptual faculties and care for gardens and pets, incorporated environmentalism into their education of young children, opened and open air nursery school

High scope programbased on piaget's theory of development and emabrases many of the goals of the McMillian sisters

- effect of poverty of children's development
- key experiences related to acquisition of concepts like classification , seriation , number , spatial relationships , and time . adapt learning and planning based on the learning environment

DIA approachdevelopment interaction approach- centers for children to make their own choices for learning (current example of progressive education)Whole childall aspects of the child , developmental , social , academic , physical etc. Real-world curriculumusing real world items to teachMaria Montessori-theoryintelligence is not fixed it can be learned and stimulated through experiences

children learn the best on their own at their own pace through their own direct sensory experience of the world .

independence , preserve children's dignity

Reggio Emilia approach invented by Lois Malaguzzi , established a set of values and philosophies are informed by constructivist theories and the progressive educational movement , and by deep commitment to honor the rights of children and teachers

1- children are strong competent individuals who have the right to receive the best education and care

2- education is based on relationships , especially the interrelationships between children , teachers and parents

3- education is based on the interaction of young children working and playing together

learn through working collaboratively together

Montessori-method during the first years of life children go through sensitive periods of development

children desire to observe and explore the world around them

child-sized learning environmental and materials

Loris Malaguzzi Reggio Emilia Domains physical , cognitive, social , emotional , language
Physical Domains motor skills - explore physical world
Cognitive Domains understanding of concepts - acquire information and learn to reason and problem solve
Socially Domains playing with others - learn to relate to

others and make moral decisions
Emotional Domainssatisfaction, feeling good about self- learn to recognize and express their feelings and accept themselves
Language Domainscommunicates - learn to talk with others about what they are thinking , experiencing , perceiving and doing
Chronological age
the child's age in years and months
Optimal match
child's present level of understanding or skill and the acquisition of new knowledge or skills
Maturation
the unfolding of genetically determined potential that occurs as the child grows older
Experience
person's interactions with the environment with people and with things
Object permanencethe awareness that even when an object is not in sight it still exists
Nature-nurture
biological influences on development (nature) and environmental influences (nurture) forces shape human behavior
Theories
organized groups of statements that describe , explain and predict behavior - about how children learn and grow
Arnold Gesell-theory
started studies of child development , identified developmental norms and characteristics

maturation - thought that children need to be protected from sickness, injury , and environmental hazards with day to day care and periodic medical exams

Jean Piaget- theory
cognitive theorist , specialty understanding knowledge , how children think

constructivist theorist

children play an active role in cognitive development,

children create their own constructed understanding of the world around them through their interactions with people and objects

Constructivist-theory you are influenced by the world around you
 Intrinsic internal Extrinsic environmental Schema organizing
 structures Physical knowledge knowledge of the world around you and acting (external reality gained from doing things or acting on the physical world)
 Social knowledge interactions with peers (learned from others , language , rules , symbols , use , ideas about right and wrong)
 Logico-mathematical knowledge observations , comparisons (constructed as children observe , compare , think and reason , observations of relationships between things , categorizing and ordering .)
 Assimilation the children use to organize their experiences into structures for thinking and problem solving
 Accommodation the children use to organize their experiences into structures for thinking and problem solving
 Sensorimotor birth-2
 children create understanding when they touch , taste , see , hear , and feel many objects and learn about their properties , they use emerging motor skills to manipulate objects and learn about their properties
 Preoperational stage ages 2-7

children begin to use symbols (words) to represent experiences .

Egocentric able to see things only from ones own viewpoint
 Kohlberg's theory how people make moral decisions during a life span .

rules about what is right and wrong

Kohlberg's stages of moral development level 1 : pre conventional (2-7) :
 moral decisions are based on self interest

level 2 : conventional (7-12): people choose to conform to and uphold the rules and conventions of society because they exit

level 3: post conventional (adolescence and older): people accept rules and laws that are agreed on in society and based on underlying moral principles.

Lev Vygotskyrussian psychologist worked on child development and language

children are active participants in their own learning .

learning is shaped by social experiences and interaction with and exceptions from their peers , older children and adults

social context affect how children think and what they think about

Sociocultural theorysociocultural - culture plays a part in children's development and its influence on cultureBrofenbrenner- Theory (model)founder of head start program .

children's development can be understood only in the contact of social , political , legal , economic systems because these are nested layers around each childs life . each system influences the other as the child grows

Ecologicaldescribes systems of social and cultural context the influence developmentErik Erikson- theory (stages)understanding children's emotional development (basic attitudes are formed as individuals pass through the various stages)

8 stages

trust vs mistrust

autonomy vs shame and doubt

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initative vs guilt

industry vs inferiority Psychosocial theory crucial aspects occur in the first 8

years of a child's life - relationships between children and adults in their

lives Gardner's multiple intelligences musical

bodily - kinesthetic

logical - mathematic

linguistic

spatial

interpersonal - other people

intra personal - oneself

naturalistic Abraham Maslow development of human motivation and potential

was based on hierarchy of basic and growth needs

physiological (human needs), safety, love, esteem, self-actualization)

Theory of self-actualization how one learns new information depending on

their environmental factors, awareness, sensitivity to be attentive to

children's needs Periods of development- page 159 infants (birth - 12 mo)

toddlers (12-35 mo)

pre-schoolers / kindergarteners - 3-6 yrs

school aged- 6 to 8 yrs Learning environments should meet the needs of

children and support your educational values and developmental

goals Space the learning environment you react will be influenced by the

building and the grounds you are surrounded by. Classroom area (home

space for class / group), outdoor play area (active play) Self-contained each

class spends most of their time in their home room however there are

several classes in one room most of the type. open-design buildings expect

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teachers to arrange interest centers throughout the room with a large multifunctional or large motor space in the middle . Home like atmospheres , use taped lines or cabinets for walls . Open-design classroomone large room for multiple purposes separated by taped lines , book shelves , cabinet walls etcPediatricste journal of pediatrics recommends that children under the age of 2 not watch tv because of its potentially damaging effects . ADD , Transition zonechildren enter and exit the playground , the are along children to see what is available and make choices , equipment like balls are waiting . important to make sure there is a place for children coming and going to wait or gather when necessary . benches , tires , sets , or edge of a low wall make good placesActive play zoneoutdoor environments need space to run , jump , skip, and ride in big grassy areas if possible are needed for children to safely run and play games . a needed place to climb up high equipment for sliding and swinging allowing children to see things from various perspectives and provide them various sensationsManipulative-creative zonetable activities like art , woodworking take place outdoors . messy art material such as clay , finer painting are especially favored outside . program table games and books brought into manipulative creative zonesSocial-dramatic zonechildren create their own opportunities for social and dramatic play in the outdoor environment whether or not there is equipment provided. play house , dress up clothing , props , and loose parts like hollow blocks , sheets , small tires , planks and other movable pieces that children can arrange6 golden rules for outdoor learning1- organize the environment in zones

2- create visual boundaries for safety and to protect the children play

3- provide physical development challenges

4- include natural elements in the outdoor play areas

5- make sure there is space to dream , think and relax

6- take indoor activities outside at times

10 golden rules for creative indoor learning environments

1. arrange the environment so it can be easily supervised , cleaned and maintained

2. make sure there is water to drink , toilets / diapering facilities , sinks , and quiet places for resting

3. choose child - sized furniture and include comfortable seating for adults

4. organize the classroom into areas

5. select safe , good quality , sturdy equipment and materials and discard or repair broken , incomplete ones

6. store materials children can use at their eye-level on low , open , uncrowded shelves and store teacher materials out of reach

7. rotate play materials

8. regularly reevaluate and change the environment

9. add items of beauty to the environment

10. include materials that reflect the children , their families and geographic locations

Routines

arrival / departure routines

eating area

give children stability

Dramatic play area

simple , realistic , good selection

might contain hats, shoes , clothing , fasteners , baby dolls , plastic dishes ,

lightweight aluminum pots and wooden plastic stirring spoons . blocks and

other small toys to pretend area and use them as part of their play

Sensory play

for water , sand and other materials such as bubbles . generally safe and

are particularly satisfying for infants and toddlers

Art area

area for creativity

to work with materials that are developmentally appropriate functional and

satisfying to use . materials provide opportunities for creative expression , problem-solving , and physical and sensory developmentDaily schedulestructured programs are influenced by the individual needs and developmental stages of children , observations , valises and valises and concerns of parents , community and the school administration. length of the program , physical setting and the time of year also are keyStaff-child ratiothe number of staff members in relation to the number of children is another factor of the physical setting that influences how flexible if there are lots of adults to supervise . teachers are free to be spontaneous and to plan for activities that have unpredictable time frame or that require more intense adult child interaction . the size of the group is influenced by the daily schedule . 8 golden rules for a good day for young children1. use large blocks of time (at least 1 hour long) for indoor and outdoor self- selected activities

2. alternate quiet sedentary activities with active play

3. keep structured group time short

4. include times for nourishment , rest , personal care

5. maintain a relaxed pace. avoid rushing children from activity to activity or area to area

6. use meaningful , enjoyable activities to create smooth transitions

7. allow children to govern their own use of time (how long to work , play , eat , nap) as much as possible

8. build rituals into the day (morning song , a nap time story)Curriculumto teachSensory development curriculumhearing , smelling , seeing , touching , moving , and tasting . we are not born with the ability to fully discriminate sensations but must learn to distinguish between themLarge muscle

curriculum movement is central to the lives of young children . - gross motor is part of the program concerned with the development of arms , legs , and torso. helping children to gain and maintain physical skills and abilities as they work and play . it is also an intrinsic part of every other domain of development . Small muscle curriculum learning to coordinate the hands and fingers begins when babies are in their cribs reach out to feel , grasp and manipulate. initial impulses will lead to the complete use of tools such as spoons , crayons , hammers , keyboards etc. fine motor skills are the ability to control fingers , hands and arms . these skills include reaching , grasping , manipulating objects , using different tools like crayons and scissors . small motor skills include building control , strength , coordination , , hand-eye coordination , muscular play One-size fits all... Fine motor skills-hand preferences, grasp, scissors Creative movement another way to express ideas , feelings is through creative movement . when ideas and feeling are expressed in imaginative ways , through movement it is not a substitute for games or large muscle activities on the playground. Conversation talking and listening - relationships from building language Nonverbal features attitude , personal appearance , reactions Literacy developmental process of learning to write and read is the tool that extends language over distance and time

uses language

Literacy begins at birth idea that experiences in infancy with language , books and reading are important parts of the process of becoming literate Emergent literacy process by which children become literate

between birth and the time when a child learns to read and write in conventional ways

Informational books can broaden children's understanding. To be appealing without being inaccurate is the great challenge of informational books for young children. Rhymes present mood, melody in language in a natural and unforced memory. They help to enhance understanding of the world and develop their sensitivity to language. Poetry presents mood, melody in language in a natural and unforced memory. They help to enhance understanding of the world and develop their sensitivity to language. Inquiry curriculum: young children have a compelling curiosity to figure out why and how the world works. They learn by doing their earliest months observe phenomena, discovering relationships, searching for answers and communicating their discoveries. Inquiry processes: seek information, constructing understanding and develop concepts as they play and participate in all curriculum activities. However, other experiences suited to the development of thinking and problem solving and their areas of the curriculum in which inquiry is a primary emphasis. Inclusion: students with disabilities are placed in the regular education setting, following the belief that when children with a wide range of abilities learn together in the classroom.

following the belief that when children with a wide range of abilities learn together in the classroom.

IDEA: Individuals with Disabilities Act 2004 makes funding available to states to provide early intervention services for infants and toddlers who have or

are at risk of developing disabilities . Mainstreaming and integration educational practice of providing education for children with disabilities in regular education programs . FAPE Free and Appropriate Public Education- law requiring all children with disabilities to have access to education. it also calls for young children with disabilities to participate in what is referred to as the LRE Least Restrictive Environment - meaning children should participate in regular education classrooms to the greatest extent possible and experience the curriculum that is provided for all children . Normalcy agreed-upon guidelines about what constitutes a disability have been established Exceptionality agreed-upon guidelines about what constitutes a disability have been established Mandated publicly funded programs such as head start, public school , or state funded preschool programs , you are required by law to serve these children Differentiated instruction alter lessons to match the students skills Modifications a change to the ongoing classroom activity or materials in order to facilitate or maximize changes that require some planning but most do not require additional resources Environmental support involved modifying the learning environment to make it responsive to the needs of children . quiet centers if distracted easy , revise schedule IEP Individualized Education Program Collaboration working with other professional Orthopedic impairments have difficulty controlling or easily moving their bodies . cause by specific conditions such as missing limbs , disorders of feet , knees or hips , damage caused by diseases such as polio , neurological disorders such as cerebral palsy Hearing impaired difficulty responding to speech or sounds. volume or clarity of sounds . usage of hearing aid , without hearing aid , may

have difficulties speaking , their speech may be unclear and not clearly understood

rhythm and voice and quality of speech may be unusual social interactions may be hindered due to their difficulty to express themselves or having others understand them

Visually impairedpartial sight may have visual acuity problems that is correctable with glasses . may be able to see light, dark areas , broad shapes but not details , not have peripheral rather than frontal vision , or many completely not be able to see .

advanced with speech and language and excel in listening and memory activities

Speech problemsdifficulty producing sounds . speech disorders may occur ...

rhythm and voice quality may be unusual . social interaction are hindered when it is difficult for a child to express their feelings or needs or to have others understand them .

Receptive language problemshaving difficulty understand the meaning of words or the way words are put together .

children cannot communicate and may have difficulties relearning . they may become passive or aggressive

Auditory processing problemsmay be unable to tell the difference between speech sounds (auditory discrimination) may be unable to isolate the sounds from a noisy background may have trouble remembering what they

hear or may confuse the correct order of a series of sounds

children cannot communicate they have difficulty learning . difficulty

understand and lack verbalizing ideas and selecting appropriate words or

using correct grammatical structures . speech or language impairments may

also be associated with hearing impairments , cleft palate , autism , cerebral

palsy , add , adhd , emotional problems or learning disability Intellectual

disabilities can arise before, during, or after birth learning at various rates ,

down syndrome ,

children act younger their chronological age in pre school and have

difficulties learning skills and developing concepts . they may be unable to

remember things or unable to use information to solve problems Learning

disabilities refers to a variety of problems exhibited by children with normal

intelligence but below age- level academic functioning . children can be

extremely uneven in their development . learning disabilities in preschoolers

can effect their daily functioning ADHD children are identifiable due to

extremes in their behavior . a child must exhibit several characteristics to be

identified - impulsive , short attention span, difficulty organizing work ,

constant motion , and following directions)

be careful not to label children with this due to only the child's temperament

it can be other things as well.

ADHD inability to stay on task and impulsive behavior beyond that seems to be

typical may have ADD . hyperactivity or ADD . it co-occurs in conjunction with a

learning disability

more typical in boys and appear by age 3 typically . easily excited , have trouble waiting for explanations or taking turns and seldom pause long enough to relax , watch or listen . cannot tolerate physical restrictions. a negative self image because they experience little success in the classroom

Behavioral disorder emotional problems or children who are more aggressive , unhappy , anxious or withdrawn from their peers . severe problems are extreme in their reactions and may require specialized care . withdrawal , anxious , anxiety , aggression may characterize their behavior . unusual behaviors such as mutilation , rocking , running with arms are extreme factors

needs supervision , assistance . may be difficult to handle alone

Autism developmental disability that has significantly affects the child's ability to communicate , play and interact with others .

uninterested in the outside world not related to intelligence .

Asperger syndrome is a disorder considered to be part of autism spectrum can range from mild to severe and is characterized by tendencies toward social isolation , communication , transition difficulties , eccentric behavior , normal intelligence ranges , do not have language delays and communicate normally typically they exhibit exceptional skill in one area Gifted children with unusual strengths , abilities or talents . no single measure can identify someone gifted . they may have an exceptional memory , phenomenal ability to read , or perform music at a young age IHC Individual health care plan - this plan will address routine health care procedures , who is

responsible to address these concerns needs and communication networks
among the members of the team Assumptions do not assume things about the
families or their lives , provide them with total support always How culture
influences child rearing- page 421 food feeding

nursing , bottles , pacifiers

sleeping arrangement

bathing grooming

personal care and independence

ways children demonstrate respect/ disrespect

role of the child in the family

responsibility of children

relative value placed on play and academics

definitions of safe and healthy

appropriate dress for school and other situations

sex roles

modesty

appropriate knowledge from children

attitudes toward emerging sexuality Confidentiality the ethical obligation of
every professional and one whose importance we cannot stress strong
enough Potentials suspected / possibility Conferences provide you and the family
members with time to share information and perceptions . it allows for in-
depth personal exchanges of information that is not possible in other ways .
the purpose is to form an alliance with the family what will support the
child's growth and learning . 10 golden rules for building strong families-
page 438 1. listen more than you talk

2. communicate with all families using a variety of strategies

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3. smile greet families as they enter the classroom or playground
 4. include positive points in every communication
 5. help families identify and articulate their goals , hopes and dreams for their children
 6. keep all information about families strictly confidential
 7. create comfortable places for families in classrooms
 8. offer a wide variety of opportunities for families to be a part of the program
 9. encourage families to know and support one another
 10. let families know that you enjoy and appreciate their child
- Types of families
diverse families , from various cultures , religions , races , ethnicities , ability and lifestyles
Values
show you feel about working with children .
Attitudes
show you act about working with families or children
Diverse society
understand and learn to accept and respect the various families and their child- rearing practices may be more challenging than you think. they reflect your culture and your experiences . you may not realize the extent to which you are a part of their life
- Page 449 - (True Professional) 13

- bullets
- Advocacy
1. take pride in the important work you do.
 2. learn about and live by the code of ethics
 3. commit yourself to supporting children's development and families in their tasks of child rearing
 4. are objective in viewing children and families and rational in your dealing with them
 5. are honest in dealing with children and families and take care not to exaggerate your knowledge , trainings or skills
 6. build relationships with families and colleagues based on trust

7. are trustworthy- honest and scrupulous in upholding confidentiality , resisting the urge to gossip even though the temptation is strong
 8. follow through on commitments and keep your promises , being careful not to promise what you can't deliver
 9. comitt yourself to being a good colleague and good employee
 10. seek out opportunities to continue to learn and grow as a professional
 11. carry yourself with dignity
 12. are a good model for children and families
 13. advocate for children , families , and program practices that meet their needs
- NAEYC - Code of Ethical Conduct

1. responsbilieis to children
 2. responsbilitities to families
 3. ethical responsibilities to colleagues
 4. ethical responsibilities to community and society
- Teachers

personalities Young children need nurturing and protection., Reflect on your teaching and practices, Observing children is the most lasting activity, Don't always accept new trends., Teachers need a philosophical base, knowledge and skills not just a great personality

Progressivism - Dewey theory

theory of education that emphasizes the importance of focusing on the needs and interests of children rather than teachers, child centered curriculum and child centered schools

Enviromentalism - John Locke theory

the theory that the environment, rather than heredity, exerts the primary influence on intellectual growth and cultural development

The 4 Environments that promote child development and learning

healthy environment , respectful , supportive , challenging

1. Healthy environment
- physical and psychological health, safety and sense of security
2. Respectful environment
- respect for

individual child and culture, language, abilities or disabilities, family context and community³. Supportive environmentbelieve each child can learn and help children understand and make meaning of experiences⁴. Challenging environmentProvide achievable and " stretching" experiences for all children

What is the process of assessment? The cognitive process of collecting information about children's development, learning, behavior, academic progress, need for special services, and achievements in order to make decisionscompetences for becoming a professional-1. Engage in

ethical practice ethical conduct, NAEYC Code of Ethical Conduct

2. Continuous/ Lifelong Professional Development Opportunities

3. Collaborate with Parents, Families and Community Partners

4. Engage in Reflective Practice

5. AdvocacyMeaning of Ethical ConductResponsible behavior towards students and parents that allows you to be considered a professional.

linguistic intelligencegood with words/ language

reading , memorizing , playing word games , making rhymes, puns

logical / matamaticalnumbers , setting up experiments , strategy games , analyze data , asking logical questionsspatialdirections , spatial awareness , althetic, watching videos , studying pictures , mazes puzzles , bodily/ kinestheticmoving , role playing , exercise , logical questionsmusicalgood with lyrics , instruments , listening to recordings , making up songs , reading aloud , changing temposinterpersonalgood with communication , studying groups , comparing information with others , interviewing experts , team player , corporative projectsintrapersonalinternal , people person , avoids distractions , sets personal goals , solitary games , sets own pace , works

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alone naturalistic loves outdoors , environmental issues , smelling , touch , taste, whole child meeting all needs , physically , socially , mentally , spiritually , academica Erikson -trust vs mistrust infants - people can be depended upon - children learn this in infancy children learn nature , nurture and responsive relationships a lack of this may cause a child to loose hope for themselves or others Erikson -autonomy vs shame and doubt- toddlers a basic sense of autonomy that can be defined as self-governance and independent action Erikson -initiative vs guilt- preschoolers learn interests , active exploration and readiness for learning . children express curiosity and creativity Erikson -industry vs inferiority school age - children are ready for the challenge of new and exciting ideas and construct things children need the opportunity for physical , intellectual and social accomplishments to be made