

Quadrant II – Transcript and Related Materials

Programme: Bachelor of Arts (Third Year)

Subject: Psychology

Course Code: PSD 105

Course Title: Developmental Psychology

Unit: 03

Module Name: Childhood: Schooling

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Notes

VARIATIONS IN EARLY CHILDHOOD EDUCATION

- Attending preschool is rapidly becoming the norm for children.
- There are many variations in the way young children are educated.

The Child-Centered Kindergarten

- Nurturing is a key aspect of the child-centered kindergarten
- Emphasizes the physical, cognitive, and socio-emotional development of the child
- Instruction is organized around the child's needs, interests, and learning styles.
- Emphasis is on the process of learning, rather than what is learned.

The child-centered kindergarten honors three principles:

1. Each child follows a unique developmental pattern.
2. Children learn best through firsthand experiences.
3. Play is extremely important in the child's development.

In excellent kindergarten programs experimenting, exploring, discovering, trying out, restructuring, speaking, and listening are the frequent activities. Such programs are closely attuned to the developmental status of 4- and 5-year-old children.

The Montessori Approach

Montessori schools are patterned after the educational philosophy of Maria Montessori (1870–1952), an Italian physician-turned-educator

- Children are given considerable freedom and spontaneity in choosing activities.
- They are allowed to move from one activity to another as they desire.
- The teacher acts as a facilitator rather than a director.

The teacher;

- shows how to perform intellectual activities,
- demonstrates interesting ways to explore curriculum materials,
- and offers help when the child requests.

Montessori programs seek to develop various skills in children;

- self-regulation
- problem solving
- decision making
- effective time management
- Montessori approach fosters independence and the development of cognitive skills.
- However, it deemphasizes verbal interaction of the child with the teacher and his peers.

Critics also argue that it restricts imaginative play and that its heavy reliance on self-corrective materials may not adequately allow for creativity and for a variety of learning styles.

Developmentally Appropriate Education

Developmentally appropriate practice (DAP) is based on;

- knowledge of the typical development of children within an age span (age-appropriateness),
- the uniqueness of the child (individual-appropriateness).

DAP emphasizes the importance of creating settings that;

- encourage children to be active learners
- reflect children's interests and capabilities

Desired outcomes for DAP include;

- thinking critically,
- working cooperatively,
- solving problems,
- developing self-regulatory skills,
- enjoying learning.

Some researchers have found that children in developmentally appropriate classrooms are likely to have less stress, be more motivated, be more skilled socially, have better work habits, be more creative, have better language skills, and demonstrate better math skills than children in developmentally inappropriate classrooms.

Education For Young Children Who Are Disadvantaged

In 1965, the federal government of USA began an effort to break the cycle of poverty and poor education for young children in the United States through **Project Head Start**.

It is a compensatory program designed to provide children from low-income families, the opportunity to acquire the skills and experiences important for success in school.

- Head Start programs are not all created equal.

- One estimate is that 40% of the 1,400 Head Start programs are of questionable quality.
- More attention needs to be given to developing consistently high-quality Head Start Programs.

However, a recent national evaluation of Head Start project revealed that, the program had a positive influence on language and cognitive development.

One high-quality early childhood education program is the **Perry Preschool program in Ypsilanti, Michigan**

A two-year preschool program that includes weekly home visits from program personnel.

Adults who had been in the Perry Preschool program;

- had fewer teen pregnancies,
- had higher high school graduation rates,
- at age 40 many were in the workforce,
- owned their own homes,
- had a savings account,
- had fewer arrests.