

Classroom Insights From Educational Psychology

A Developmental Approach to Educating Young Children



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Thank you

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CORWIN

Please enjoy this complimentary excerpt from *A Developmental Approach to Educating Young Children*.

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A.1 CONTEMPORARY AND TRADITIONAL TEACHER BELIEFS ABOUT CHILDREN AND APPROPRIATE PRACTICES

(From Table 1.2)

Use the table to reflect on your beliefs about children and appropriate practices in the early school years. Put a + to note the items you strongly support and a – to note those you do not support.

Do you endorse more practices in the Contemporary or Traditional section? Or do you endorse a mix of practices? What factors do you think have contributed to your beliefs?

+/-	Contemporary Beliefs	+/-	Traditional Beliefs
	<ul style="list-style-type: none"> Addressing children's social, emotional, and physical needs is just as important to learning as meeting their intellectual needs. 		<ul style="list-style-type: none"> The most important job as a teacher is to help students meet well-established standards; basic academic skills should be the teacher's top priority. Children should be retained if they have not mastered basic skills at grade level.
	<ul style="list-style-type: none"> One of the best ways children learn is through active exploration in an environment prepared by teachers. 		<ul style="list-style-type: none"> Children learn best through repetition and practice.
	<ul style="list-style-type: none"> Children's enthusiasm for a task is more important than how well they do. 		<ul style="list-style-type: none"> Teachers should emphasize quality in final products.
	<ul style="list-style-type: none"> Seeing things from children's perspectives is key to their learning and good performance in school. 		<ul style="list-style-type: none"> Giving rewards and extra privileges for good performance is one of the best ways to motivate children to learn.
	<ul style="list-style-type: none"> Creating caring relationships with children is critical for their learning. 		
	<ul style="list-style-type: none"> To maximize learning, teachers need to help children reflect on and discuss their thoughts and feelings. 		<ul style="list-style-type: none"> During a lesson, children should not be able to interrupt a teacher to relate personal experiences.

	<ul style="list-style-type: none"> • Subject areas should be related to each other and children's real experiences and participation in concrete activities. 		<ul style="list-style-type: none"> • Instruction should be clearly divided into separate subject areas.
	<ul style="list-style-type: none"> • Children are able to participate in setting classroom rules. 		<ul style="list-style-type: none"> • One of the most important things to teach children is how to follow rules and to do what is expected of them in the classroom.
	<ul style="list-style-type: none"> • Children should be able to choose alternative ways of approaching planned activities. 		
	<ul style="list-style-type: none"> • Curriculum should respond primarily to individual differences in ability and interest. 		<ul style="list-style-type: none"> • Curriculum should respond primarily to grade-level expectations.
	<ul style="list-style-type: none"> • Opportunities for interacting with peers and teachers in small groups should predominate over whole group and individual experience. 		<ul style="list-style-type: none"> • For most of the time, children should be expected to work quietly on their own and in teacher-led small reading groups.
	<ul style="list-style-type: none"> • Teacher observation and informal assessments are the most valid way to gauge children's learning and performance. 		<ul style="list-style-type: none"> • Tests are the most valid way to assess children's performance.
	<ul style="list-style-type: none"> • Teachers should deal with parents mainly informally, encouraging them to participate in the classroom and at home. 		<ul style="list-style-type: none"> • Teachers should deal with parents mainly through formally scheduled meetings and conferences.