De-centering the kindergarten prototype in the child-centered classroom

Abstract

On the basis of data from a project that examined the school experiences of children who were seen to have readiness risks, this chapter examines the child in the child-centered classroom and how this child shaped by our notions of development. Across the classrooms observed, the teachers seemed to teach to a kindergarten prototype, a generic child who had the social, physical, and academic maturity and did not have much pedagogical support. The data are then read through three conceptualizations of development (postmodern deconstruction, developmental realism, and cultural developmentalism). I argue that I use these conceptualizations almost simultaneously in my work and that a hybrid reading highlights the invisibility of individual children in child-centered classrooms.

(De) Centering the Kindergarten Prototype in the Child-Centered Classroom

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Children who struggle in vain with reading in the first grade soon decide that they neither like nor want to read (Juel, 1988). Even if they do not fall into any of the recognized at-risk categories, these children soon are at risk of poor literacy outcomes. The major prevention strategy for them is excellent instruction. The intervention considered in this chapter is therefore schooling itself; we outline the major literacy goals for kindergarten and the first three primary grades, examining evidence concerning effective methods to attain those goals. INTRODUCTION. Previous Reviews. Citation. Graue, E. (2005), "(De) Centering the Kindergarten Prototype in the Child-Centered Classroom", Ryan, S. and Grieshaber, S. (Eds.) Practical Transformations and Transformational Practices: Globalization, Postmodernism, and Early Childhood Education (Advances in Early Education and Day Care, Vol. 14), Emerald Group Publishing Limited, Bingley, pp. 39-58. https://doi.org/10.1016/S0270-4021(05)14003-8. You may be able to access teaching notes by logging in via Shibboleth, Open Athens or with your Emerald Account. Login. If you would like to contact us about accessing teaching notes, click the button and fill out the form. Contact us. To read the full version of this content please select one of the options below. In the teacher-centered classroom, in class learning and student productivity is lower, making homework more necessary and regular testing essential for measuring learning and performance. In the student-centered classroom, where activities and projects are engaging, students become much more eager to learn, and in class productivity is much higher. Where students complete schoolwork outside of the classroom in a student-centered learning environment, it's typically because they want to complete projects they're working on inside the classroom. Many teachers are now Kindergarten gives the opportunity to grow and develop through play — the way children learn best. It is a time for children to expand their love of learning, build knowledge, develop their ability to get along with others, and explore ways of reaching out to the world. What should you see, hear, and feel upon entering a room where all these good things are happening? How does this look specifically? Various centers should be set up around the classroom for students to explore. The classroom should be enriched by an abundance of books, words, letters, numbers, and other instructional aids. At times you would see the teacher meeting with small groups of students, addressing their individual needs. Differentiated instruction should be evident. The Kindergarten program is a child-centred, developmentally appropriate, integrated program of learning for four- and five-year-old children. The purpose of the program is to establish a strong foundation for learning in the early years, and to do so in a safe and caring, play-based environment that promotes the physical, social, emotional, and cognitive development of all children. The view of children, families, and educators provided in the following descriptions is at the heart of Ontario's approach to pedagogy for the early years. When educators in early years and Kindergarten programs reflect on and come to share these perspectives, and when they work towards greater consistency in pedagogical approach, they help strengthen and transform programs for children across the province.