

Banha University

College of Specific Ed.

Dep. Of Ed.Psy. Teach.& Metho. Kinder garten (Master)

Course. Carrier Readings.

Cod. No.

The highest studies.

Time. 3 hours.

The spring semester 2016

Answer these questions:

1-Write about introduction of the kinder garten?

2- Talk about the teaching and methods kinder garten?

3- Write about the kinder garten programs?

4- Write (30) Dictionary Terms in kinder garten Carrier? .

Best wishes

Pro. Dr. Salah Abd El kader

Answer question No.1

Kindergarten has changed significantly in the last two decades: children now spend more time being taught and tested on literacy and math skills than they do learning through play and exploration, exercising their bodies, and using their imaginations. Many kindergartens use highly prescriptive curricula geared to new state standards and linked to

standardized tests. In an increasing number of kindergartens, teachers must follow scripts from which they may not deviate. These practices, argue the authors, violate long-established principles of child development and good teaching, and compromise both children's health and their long-term prospects for success in school. The authors direct this report to policymakers, educators, health professional, researchers and parents to: (1) Restore child-initiated play and experiential learning to a central role in kindergarten education; (2) Reassess kindergarten standards to ensure that they promote developmentally appropriate practices, and eliminate those that do not; (3) End the inappropriate use in kindergarten of standardized tests; (4) Expand the early childhood research agenda to examine the long-term impact of current preschool and kindergarten practices on the development of children from diverse backgrounds; (5) Give teachers of young children preparation that emphasizes the full development of the child and the importance of play, nurtures children's innate love of learning, and supports teachers' own capacities for creativity, autonomy, and integrity; and (6) Rally organizations and individuals to create a national movement for play in schools and communities. Additional contributors include David Elkind (Foreword) and Vivian Gussin Paley (Afterword.) Two appendixes are included: (1) A Call to Action on the Education of Young Children; and (2) Definitions. (Contains 106 endnotes, 5 charts and 4 tables.) [Research and funding for this report was provided by the Woodhouse Foundation, the Buffett Early Childhood Fund, the NoVo Foundation, RSF Social Finance, the Kalliopeia Foundation, Bay Area Early Childhood Funders, the Newman's Own Foundation, and Community Playthings.]

Answer question No.2

The purpose of this study was to obtain information on those school skills that preschool and kindergarten teachers expect children to display in regular kindergarten classrooms. The Skill Expectation Survey for Kindergarten Readiness (SESKR) was administered to 21 preschool teachers and 28 kindergarten teachers from two school districts in Kansas. All teachers were interviewed in person regarding the following, categories of skills: academic, independent work, instruction-following, activity transitions, communication, social interaction, self-care, large

group, and conduct. The results of the survey indicate that preschool teachers had higher expectations than did kindergarten teachers for kindergarten entry skills. Preschool teachers' expectations approximated the kindergarten teachers' expectations of children's performance at kindergarten exit. The survey may be most useful in providing a framework for teachers to discuss school readiness expectations.

Answer question No.3

We observed 223 largely suburban or rural public school kindergarten classrooms in 3 states to describe classroom activities and child-teacher interactions involving 1 child per classroom. We also observed global classroom quality and assessed its relation to teacher, school, classroom, and family characteristics and target child out-comes. Classrooms were observed once for 3 hours starting at the beginning of the school day. Time samplings of activities, teacher behaviors, and child behaviors as well as global ratings of teacher-target child interactions and the classroom environment were obtained. The most frequently observed forms of activity were structured teacher-directed activity and whole-group instruction. There was tremendous variation in the occurrence of these activities across classrooms, ranging from 0% to 100% of the observation period. Global ratings of teachers' positive interactions with the target child, classroom instructional climate, and classroom child-centered climate were lower when the concentration of poverty in the school was high, when the target child's family income was low, and when the number of staff available to work with children in that classroom was low. Target students' observed social and on-task behavior and teachers' reports of social and academic competence for target children were higher when these global ratings indicated higher quality, even controlling for family background factors. These data may have implications for educational policies on class size and composition, and issues of equity in early school experiences.