CANADIAN

CHILDREN

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INVITATIONAL ARTICLE

Reggio Emilia's Commitment to Children and Community: A Reconceptualization of Quality and DAP
Rebecca New

Also see inside articles on

Mathematics

A Growing Experience...

Diversity issues in the preparation of early childhood educators

The Canadian Association for Young Children | L'Association Canadienne Pour Les Jeunes Enfants

THE CANADIAN ASSOCIATION FOR YOUNG CHILDREN

WHAT IS THE CAYC

The Canadian Association for Young children (CAYC) grew out of the Council for childhood Education and officially recognized in 1974 by the granting of a Federal Charter. It is the only national association specifically concerned with the well-being of children, birth through age nine at home, in preschool settings and at school. Members of this multidisciplinary association include parents, teachers, caregivers, administrators, students and all those wishing to share ideas and participate in activities related to the education and welfare of young children.

MISSION STATEMENT

CAYC exists to provide a Canadian voice on critical issues related to the quality of life of all young children and their families.

THE AIMS OF THE CAYC

1. To influence the direction and quality of policies and programs that affect the development and well-being of young children in Canada.
2. To provide a forum for the members of Canada's early childhood community to support one another in providing developmentally appropriate programs for young children.
3. To promote and provide opportunities for professional development for those charged with the care and education of young children.
4. To promote opportunities for effective liaison and collaboration with all those responsible for young children.
5. To recognize outstanding contributions to the well-being of young children.

IMPLEMENTING THE AIMS OF THE CAYC.

1. The National Conference

The National Conference is a highlight of the CAYC. The program includes lectures by internationally renowned authorities on children, workshops, discussion groups, displays, demonstrations, school visits and tours.

2. Provincial and Regional Events

The organization of members at the local and provincial level is encouraged to plan events to deal with the issues and concerns pertaining to young children. These events may take the form of lectures, seminars or a local conference.

3. The Journal

An outstanding multidisciplinary journal is published twice yearly. Articles by nationally and internationally known experts in early childhood education and child rearing are presented in the Journal of the CAYC. Inside CAYC provides information on Association activities.

Membership fees are payable on application and renewable annually on an evergreen basis. To be considered a voting member, fees must be paid no later than 60 days prior to the Annual General Meeting.

SUBSCRIPTIONS AND MEMBERSHIP

Institutional subscribers receive the journal only ($50 per annum for two issues). Members of CAYC, in addition, receive newsletters and special rates for national and regional conferences (per annum; $40 - General; $25 - Student: $75 - Associations). Please direct all subscription and membership correspondence to CAYC,

ASSOCIATION CANADIENNE POUR LES JEUNES ENFANTS

QU'EST CE QUE L'ACJE

L'Association canadienne pour les jeunes enfants, issue du Council for Childhood Education, a reçu sa charte fédérale en 1974. C'est l'unique association nationale vouée exclusivement au bien-être des enfants depuis la naissance jusqu'à l'âge de neuf ans, dans leaurs foyers, les garderies et a l'école primaire. Les membres de l'ACJE-des parents, des enseignants, des employés de garderie, des administrateurs, des étudiants...-sont toutes des personnes intéressées à partager leurs idées en participant à des activités concernant le bien-être et l'éducation des jeunes enfants.

SA MISSION

L'ACJE existe pour faire entendre une voix canadienne sur les questions d'importance concernant la qualité de vie de tous les jeunes enfants et de leurs familles.

SES BUTS

1. Jouer un rôle dans la direction et las qualité des décisions et des programmes relatifs au développement et au bien-être des jeunes enfants du Canada.
2. Créer un forum pour les membres de la communauté de la petite enfance afin de susciter une collaboration active dans l'élaboration de programmes appropriés au développement des jeunes enfants.
3. Encourager et offrir des possibilités de perfectionnement professionnel aux personnes chargées du bien-être et de l'éducation des jeunes enfants.
4. Promouvoir des occasions pour une meilleure coordination et collaboration entre toutes les personnes responsables des jeunes enfants.
5. Reconnâitre les contributions de caractère exceptionnel faites au profit des jeunes enfants.

MISE EN OEUVRE DES BUTS DE L'ACJE

1. *Le congres national*

Il constitue le grand événement de l'ACJE. On y entend des communications prononcées par des sommités internationales dans le domaine de l'enfance et on y participe à des ateliers et à des discussions ainsi qu'à diverses manifestations, des visites d'écoles et d'autres activités.

2. *Les événements provinciaux et locaux*

Nos membres sont invités à mettre sur pied des conférences, des séminaires ou des congrès à l'échelon local ou régional.

3. *Le journal*

Publications mutidisciplinaire de premier ordre, le journal parâit deux fois l'an. Il regroupe des articles traitant de questions d'education et de formation des jeunes enfants et des écrits d'experts bien connus sur le plan national et international. La rubrique **Inside CAYC** vous tient au courant des activités de l'Association.

Les cotisations doivent être réglées au moment de l'adhésion et renouvelées chaque année. Pour vous prévaloir de votre droit de vote, vous devez régler votre cotisation au moins 60 jours avant l'Assemblée générale annuelle.

ABONNEMENT ET COTISATION DE MEMBRE

Les organismes peuvent s'abonner au journal seulement (50 $ per année pour deux parutins). Les membres de l'ACJE reçoivent en plus le bulletin de liaison et bénéficient de tarifs particuliers pour participer au congrès national et aux événements régionaux (40$ par année 25$ pour les etudiants: 75$ pour les associations). Addressez toute votre correspondance a: ACJE

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CALL FOR ADVERTISING

CANADIAN CHILDREN is a journal distributed to over 700 members of the National Canadian Association for Young Children (CAYC). The journal is concerned with child development, early childhood and primary education. It is a professional journal pulished twice a year. The profile of members of the association and recipients of the journal includes teachers, daycares, primary schools, school boards, colleges, universities and libraries located throughout Canada. The journal provides an opportunity to target decision makers in the field of early childhood education, primary education and child development.

ADVERTISING RATES

Ad space is available in the journal at the following rates:
Non Members ¼ page (3-5/8" x 4-3/4") $96.00
CAYC Members ¼ page (3-5/8" x 4-3/4") $79.00

Prices are for advertising space only. Artwork, typesetting, photography, and layout extra. The publication is black and white. CAYC reserves the right to control editorial and advertising content.

For further information, or to reserve advertising space contact Susan Fraser, Editor, CAYC, 2820 Marine Drive, West Vancouver, B.C. Canada. V7V 1L9,
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E-mail Atek@dowco.com

FROM THE EDITOR-

"Are you even listening?" asked a First Nations practicum student at the University of British Columbia Child Study Centre at the meeting in January that was organized to protest the announcement that the Centre will be closed in June 1997. This decision made by the Dean of the Faculty of Education at U.B.C. just before Christmas saddened early childhood educators in British Columbia. The Dean explained to a packed room that the Centre in the last few years has not been fulfilling the mandate that it was given in 1961 by the University. This was to "provide a site for faculty and graduate student research, to provide exemplary early childhood education demonstration programs for preservice and inservice training in child development and early childhood education and to provide leadership through institutes, conferences and development of multi-media resources for the local, provincial, national, and international early childhood communities". The Dean, Dr. Nancy Sheehan, explained that the external review committee identified the following three areas as instrumental in making the decision to close the Centre: expense, the homogeneous nature of the families served by the centre and the lack of a bacculaureat program in early childhood at the University. At the meeting I sat with a group of friends who had all been part of the program at some time during the forty five years since the Child Study Centre had been founded by Dean Neville Scarfe. I had been closely connected to the Centre at three different times during my teacher training;. In 1964, when Grace Bredin, was the Director, Early Childhood Education courses were taught at the Centre and students, like myself, were given the chance to work with the children in the classroom. I, as a student and a new immigrant to Canada, emersed myself in the program, learning everything I could about theory and observing closely how it was put into practice in the classroom. There were many similarities to the British Infant School programme I had worked in in East Africa but there were also many differences. I took with me from my ime there a firmer belief in the value of play as education and a tremendous sense of commitment to the importance of early childhood in the human span of development. When I went back twelve years later, Joan Tough was a visiting professor at the Centre. I became fascinated by her research in language education, especially her work on how children learn a second language. It was a time when hundreds of thousands of immigrants were coming to Canada and enrolling their children, who could not speak English, in preschool programs. This presented a challenge to those of us who believed that children learn through play. I could see that it was not quite as simple as that for children who do not share a common language or have similar background experiences. I went back to the Child Study Centre a third time to do a Masters Degree focussing on how young children learn English as a second language in the preschool years. I was fortunate to be at the Centre when we got funding to do a research project at Sexsmith School in an area of Vancouver with a very high immigrant population. From the observations of the children's play and the careful monitoring of their learning to speak English, I began to understand how important the role of the teacher 'as mediator of the environment' is. Children learn through play but sometimes when children do not share a common language teachers have to mediate play for it to provide the same opportunities for learning as it does for native speakers.

Mary Thomson, who was one of my teachers when I first began my studies at the Centre, died this January . She was one of the original group of teachers whom Dean Neville Scarfe brought together to found the Centre in 1961. It was from her that I learned the importance of respect. Respect for people, for families and for all of us who work with children. With the Centre closing and with Mary's death it does indeed feel like the end of an era.

I am one of many students who owe a great deal to the Child Study Centre for providing the resources I needed to grow and develop as a teacher of young children. I wish those who are influential in making decisions about education would acknowledge the importance of early education. We know that for most species learning begins at birth and not at the arbitrary age of five or six!

The Hundred Languages of Children exhibit will be in Calgary from the 7th September to 11th November, 1997. We have asked Rebecca New to write an invitational article for the Journal to welcome the exhibit. Many of us have tried to find ways of integrating the ideas from Reggio Emilia into our programs and Rebecca New's article in this edition of the Journal has been very helpful in providing a clearer framework. Helen Macdonald Carlson, in Story of the Room, describes how she and Bill Martin have incorporated the information they learned from the visit by the Canadian delegation to Reggio in 1993 into their teacher training program at Cariboo College in Kamloops, British Columbia. Cathleen Smith in her Letter from the Yukon, embeds the Reggio philosophy in her suggestions for helping children develop social play skills.

Plans are moving ahead for the CAYC Conference in Winnipeg (see the announcement and call for presentations in this Journal) and I look forward to meeting many of our readers there in February, 1998.

Thank you to all those who helped put this Journal together, the contributors for their articles, Carol Jonas who flew out from Montreal to help and Hugh Fraser, the typesetter.

100 LANGUAGES OF CHILDREN

Calgary's Glenbow Museum and Nickle Arts Museum will jointly present, ***The Hundred languages of Children,*** a visually impressive and thought provoking exhibition that documents an innovative approach to early childhood education recognized throughout the world for its excellence. The exhibition will be on view at ***Calgary's Glenbow Museum*** and the ***Nickle Arts Museum*** (University of Calgary), from September 7th to November 11th, 1997.

For more information, please contact Merilee Atos, Public Relations Glenbow Museum (403-268-4161) or Prof. Pat Tarr, University of Calgary(403 220 6167)

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GUIDELINES FOR AUTHORS

Canadian Children is the journal of the Canadian Association for Young Children (CAYC), the only national association specifically concerned with the well-being of children of preschool and elementary age in Canada. The journal is published twice yearly and contains articles, book reviews and announcements of professional conferences.
Canadian Children is a multidisciplinary journal concerned with child development and early childhood education. Authors from across Canada, and elsewhere, are invited to submit articles and book reviews which reflect the variety and extent of both research and practice in early childhood education and child rearing.

CONTENT
Submissions should appeai to an audience that includes parents, professionals in the field of childhood education and child services, as well as teachers and researchers. Most issues are multi-theme in nature and the editor will attempt to balance articles that are research-related with articles of a practical nature relating to programming, curriculum, classroom practice or child rearing.

FORM, LENGTH AND STYLE;
articles may be of varying length, written in a readable style. Style should be consistent with an acceptable professional manual such as the **Publication Manual** (3rd Edition) of the American Psychological Association. Articles should be supplied on a 3 5" IBM or IBM compatible diskette in either Microsoft Word or WordPerfect and mailed with four (four) printed copies on 21 5 x 28 cm. (standard 8 ½ x 11') paper directly to the editor at the address listed below. If appropriate, authors should send accompanying black and white glossy print photographs , tables, figures or illustrations with complete captions, each on separate pages. Authors are to obtain releases for use of photographs prior to mailing. Please include a brief biographical sketch including the author(s) full name, title, professional affiliation, and other relevant information, such as persons assisting author, grant support or funding agency. It is expected that authors will not submit articles to more than one publisher at a time.

ACCEPTANCE AND PUBLICATION:
The editor will acknowledge receipt of , and review all solicited and unsolicited manuscripts received. The final publication decision rests with the editor, and will be communicated withi9n three months. Manuscripts not accepted for publication will be returned only if a stamped self-addressed envelope is included.
(lease send all correspondence and completed manuscripts for publication consideration to: Susan Fraser, 2820 Marine Drive, West Vancouver, B.C. V7V 1L9 (Fax no. 604-922-3456).

GUIDE A L'INTENTION DES AUTEURS

Canadian Children est la revue de L'association pour les jeunes enfants (ACJE) la seule association vouée exclusivement aubien-être des enfants due préscolaire et de l'école primaire au Canada. Elle paràit deux fois l'an et regroupe des articles, comptes rendus de livres et annonces professionnelles.
Canadian Children est une publication multidisciplinaire traitant du développement de l'enfant et de l'éducation de la petite enfance. Les auteurs du Canand et d'ailleurs sont invites à soumettre des articles et des comptes rendus de livres mettant en évidence la variété etl'etendue de la recherche et des approches en éducation de lat petite enfance et en formation de l'enfant.

CONTENU:
Les articles visent un public de parents, de professionnels dans le domaine de l'éducation de l'enfant et des services à l'enfance, ainsi que les enseignants et les chercheurs. En général chaque numéro comprend de multiples thèmes et le rédacteur en chef s'efforcera d'inclure à la fois des articles protant sur la recherche ainsi que d'autres de nature pratique traitant des programmes, des curriculums, des approaches en salle de classe ou de la formation de l'enfant.

FORMAT, LONGUEUR ET STYLE:
Les articles peuvent être de longeur variée et doivent etre rédigés dans un style accessible à tous les lecteurs. La présentation doit être conforme aux normes du **Publication Manual** (3e edition) de lAmerican Psychological Association. Trois exemplaires, dactylographiés à double interligne sur du papier de 21.5 x 28 cm (8 ½" x 11"), devront être envoyés directement au rédacteur en chef à l'adresse indiquée cidessous. S'il y a lieu, les auteurs devront fournir toutes photgraphies accompagnant les articles tirées en noir et blanc sur papier glacé, tous les tableaux, figures ou illustrations avec leurs légendes, et nous les envoyer chacun sur une feuille séparée. Ils devront obtenir le permis de reproduction des photographies avant de les fair parvenir au rédacteur. Veuillez inclure une breve notice biographique incluant les noms au complet, titres, affilitions professionnelles et autres informations pertinentes telles que les nom des assistants, des supports financiers, des subventions. It est entendu que les auteurs ne soumettront leurs articles qu'à une seule revue à la fois.

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Le rédacter en chef accusera réception et considerara tous les manuscrits recus, qu'ils aient éte solicites ou non, et soumettra les textes qu'il aura retenus a au moins trois lecteurs externes au comité de rédaction. La décision finale quant a la publication est sous la responsabilié du rédacteur en chef et sera communiquée dans un délai de trois mois. Les manuscrits refusés seront retournés seulement si une enveloppe adressée et timbrée est encluse.
Veuillex adresser votre correspondance et vos manuscrits à Susan Fraser, 2820 Marine Drive, West Vancouver, B.C. V7V 1L9 (Numero de telecopier 604-922-3456).

IN MEMORIAM
May 1942 - March 1997
Wally Weng-Garrety
pioneer, builder, friend of ECE
Past National Director of CAYC

IN MEMORIAM
Mary Thomson

The heart of every child in the world skipped a beat when Mary Thomson died. This patient gentle woman carried and struggled for peace. Her love for every parent, child and teacher inspired her thousands of friends and students to actions on behalf of vulnerable people. Her soft voice showed total respect and support for anyone in pain or suffering of any kind. She had gifts of releasing from other people their potential for making the humanitarian decision.

Mary Thomson was a teacher at the Child Study Centre at the University of British Columbia from the earliest days. As a founder of the co-operative nursery school movement, she always helped early childhood education students figure out ways to understand and support parents in the education of their young children. She was the person I turned to when things in my life seemed too hard. She told me a few years ago that she had been forced to admit that there actually ARE evil people in this world. This was hard for her and you knew that such a decision was backed with days and weeks of careful, thorough consideration, reading, thought and discussion.

Mary was a quiet fighter for peace even through the darkest days when it seemed a hopeless cause. She inspired many young people in the Peace Movement, and was as proud as me when our daughter Emilie was arrested outside Litton Industries in Toronto, protesting the manufacture of the guidance system for the cruise missiles. Mary was always right there as a mentor and a wise Elder and marched the whole way in the annual Vancouver Peace Marches from day one. The last time I saw Mary was at the book launch honouring my daughter Emilie.

Mary was very interested in the Reggio Emilia approach to early education which has been developed in northern Italy. The creative respectful approach of these municipally sponsored centres appealed to her belief in the possibility of excellence for all children and families. Mary was definitely a thoughtful pioneer who encouraged all of us who love children to keep on searching for ways to secure the kindest most sensitive, supportive care for each child in this world., Thank you Mary. We feel your spirit.
Cathleen Smith

CAYC Member Profile

Cathy Mott

Cathy Mott's introduction to the early childhood field began when she registered in the Early Childhood Specialization program at Concordia University in Montreal, Quebec. Since then she has obtained her B.A. in ECE plus a diploma in library studies at the same university. "I know I have made the right career choice because the teaching profession is where I feel most at home."

Her first teaching position was in the Westpark Cooperative Nursery School where she co-taught with Sandra Martin, another dedicated exemplary practitioner. They both had the same vision of where they were going with the children in their program. That is, they provided a respectful relationship with each child and allowed them to flourish in a child centered environment.

After teaching in another cooperative preschool, Cathy opened her own school, Through the Looking Glass, which has been in operation for over twelve years. Here Cathy enjoys observing the joy of children as she did recently while dressed as a queen sharing a "royal" tea party with them Hanging on Cathy's office wall is a gentle reminder of what her approach to the young child's learning process is:

> "The best school for the world of childhood is not the school where children know the most answers, but the school where children ask the most questions." John Coe (1987)

In addition to the above, Cathy is part time faculty in the Continuing Education Department of Vanier College where she teaches courses and supervises early childhood students in the field. She also co-teaches at Concordia University's Observation nursery, where early childhood students see a professional educator in action as well as someone who tries to retain her own sense of playfuylness and wonder.

For many years, Cathy animated storyhour at the Pierrefonds/Dollard des Ormeaux Public Library. Here her expertise in children's media included books, puppets, flannel boards, costumes and storytelling aprons. The number of storyhours increased over the years due to their popularity and Cathy's ability to inspire children's love of literature.

Cathy and her husband Guy, put theory into practice (when possible!) with Matthew, their two and a half year old son. Matthew, a curious bundle of energy attends daycare where Cathy is on the parent's committee. "Being a parent has made me more in tune with the needs and concerns of other parents and helps me put partnerships in the forefront."

Cathy has given many hours to professional organizations with her diligent work on conferences and newsletters. She has been a CAYC member for over six years; her reason being to gain professional development and connect with others who share her views on working with our young children. Your dedication to the field is much appreciated, Cathy.

Carol Jonas

Reggio Emilia's Commitment to Children and Community
A Reconceptualization of Quality and DAP[1]

Rebecca S. New, Ed.D
UNIVERSITY OF NEW HAMPSHIRE

In the last decade professionals in the field of early childhood education in Canada and the United States have been involved in several challenging enterprises related to the provision of effective and equitable programs serving young children and their families. A significant portion of the professional literature, as found in journals such as *Canadian Children* and *Young Children*, has been devoted to (1) expanding Piagetian interpretations of how children construct their own understandings to include the social bases of children's learning and development; (2) exploring the means and the potentials of more inclusive curricula and classroom environments for the increasing number of young children with special needs in early childhood programs; and (3) addressing issues of cultural diversity in the design of classroom environments, curricula materials, and teaching strategies. Reggio Emilia has contributed substantially to our thoughts about these issues and our associated efforts in the classroom. As a field we can thank Reggio Emilia for our increased understanding of the role of teachers as provocateurs, the benefits of children's engagement in challenging and collaborative endeavors, and the value of children's multiple symbolic languages to their social and intellectual development. These contributions are reflected in acknowledgments to that effect dispersed throughout the recently revised edition of DAP[2] guidelines (Bredekamp & Copple, 1997). And yet our increased confidence in what some would refer to as the field's expanded knowledge base has not resulted in widespread changes in the field's practice. Instead, the field of early education is fraught with conflicts both within and outside the classroom.

Each of the previously mentioned efforts at improving classroom instruction has led to instances of controversy and confusion among parents and teachers, administrators and citizens of the larger community. Multiple points of view abound, in the news media as well as the professional literature, with regard to such questions as how children should be taught (phonics or whole language?), what they should learn (Spanish or sign language?), and who should teach them (regular teachers, specialists, or parents?).

Many parents, administrators, and school board members question the efficacy of project-based curricula that emphasize peer collaboration and critical thinking skills at the apparent expense of more rigorous academic standards. Families and teachers of typically-developing children find themselves at odds with those of special-needs children as the continued press for inclusion threatens more traditional instructional methods of tracking and homogeneous grouping. And entire communities are floundering in their efforts to support the cultural values and traditions of minority children and their families even as they strive to help them achieve mainstream educational objectives.

The basic premise of this article is that Reggio Emilia's municipal early childhood program has the potential to do much more than help us to expand our knowledge of and improve our practices with children. In particular, our increased familiarity with the principles and practices of Reggio Emilia's approach to early childhood reveals new ways of thinking about, and maximizing, the relationship between children's care and early education and the adult members of the surrounding socio-cultural context. The purpose of this article is to explore this relationship by considering the influence of Reggio Emilia's example on a *reconceptualization of quality and developmentally appropriate practices* as understood and utilized in the field of early childhood education.

I would like to frame the discussion by placing the issue of both the characteristics and the determinants of child care and early childhood education within the context of a larger debate facing contemporary pluralistic societies such as Canada and the U.S. What constitutes "high quality" child care and early education in a rapidly changing society populated by increasingly diverse points of view? Who within such a society have the privilege and the responsibility to determine the necessary features of a developmentally appropriate early childhood environment? And finally, how might the multiple relations of those involved in and affected by such decisions--the children, the teachers, the families, the schools, the community, the profession and the larger society--be acknowledged and supported in a manner that contributes to the development of them all? My responses to these questions reflect two basic beliefs that have guided my own work over the last twenty years--beliefs which may, at first glance, seem contradictory: (1) cultural values play a major role in the questions asked and decisions made on behalf of young children, including those regarding the nature of their care, social relationships, and educational experiences; and (2) child care policies and early childhood programs represent not only a society's selected values and traditions, but may also represent conscious efforts to construct new ways of living. The example of Reggio Emilia illustrates some of the many possibilities inherent in this relationship between culture and child development. But first - a look at other cultural conceptions of a "developmentally appropriate" early childhood.

Cultural Conceptions of Childhood

Childhood itself, only recently "discovered" in contemporary societies (Aries, 1962), has also been described as a "cultural invention" (Kessen, 1979) based on the broad array of adult responses to the needs, roles, and rights of young children documented throughout history and across cultures. One needs only a brief glimpse at the history of childhood within Italy, Canada and the U.S. to find evidence of dramatic differences in former and current treatment of young children. Italy, once the site of large-scale infant abandonment (Kertzer,

[1] Portions of this paper are drawn from a keynote address given at a national conference on *asili nidi* [infant/toddler child care in Parma, Italy : *Il nido compie 20 anni: La qualita' della relazione* [daycare celebrates 20 years: the quality of relations], November 14/15, 1996]

[2] *developmentally Appropriate Practices*

1993), now has one of the lowest infant mortality rates (UNICEF, 1995) and the best developed systems of socio-educational support for young children in the world (Corsaro & Emiliani, 1992; New, 1993b). Within the U.S., in contrast there has never been a comprehensive program of support for all young children at the national level. Rather, national efforts have been limited to large scale programs designed for the benefit of impoverished young children, with stigmatization often a part of the price paid by families needing governmental support and assistance (Beatty, 1995; New & Mallory, 1996). Canada's position with respect to these two national contrasts is intriguing. Similar to numerous European nations in its universal provision of some social welfare programs (such as health care), Canada's unique and yet-unsettled national identity appears to have contributed to its inability to develop a nationally funded and organized system of child care for all Canadian children (Goelman, 1992; Pence, 1993).

These cultural contrasts in national policy responses to young children are indicative of the many diverse ways in which contemporary societies interpret and support the development of their youngest citizens. A comparative perspective is useful in its ability to highlight the complex relationship between children's development and both past and present circumstances (including cultural values as well as other mediating variables) of the surrounding sociocultural context (Cochran, 1993). Cross-cultural studies also make clear that differences in responses to children are not always inevitable but, rather, are often the results of choices made (Kagitcibaci, 1996). Familiarity with other cultural practices can therefore contribute to conceptual understandings as well as the illustration of practical means and philosophical rationale with which to consider alternative responses to child care and early education. The range of possibilities in interpretations of "appropriate" early education can be illustrated by contrasting diverse cultural interpretations of optimal social relations in the life of the young child.

Culture and early social relations

Beginning with the work of Margaret Mead and followed by studies by anthropologists such as Beatrice and John Whiting and Robert A. LeVine, evidence has mounted to support the premise of variation in child care practices across cultures (Whiting & Whiting, 1975). Differences in practices are also associated with significant differences in adult beliefs about optimal childhood and responsible parenting, even as all parents strive to promote a child's physical health and economic well being (LeVine, 1974; 1988; LeVine, Dixon, LeVine, Richman, Leiderman, Keefer, & Brazelton, 1994). More recent comparative research on parental "ethnotheories" has further delineated the relationship between a culture's values, associated child care practices, and other features of the "developmental niche" (Super & Harkness, 1986; Harkness & Super, 1996). My own research in Italy, part of a five-culture comparative human infancy project (LeVine, Miller, & West, 1988), revealed the presence of and rationale for culturally distinct priorities and practices of infant care which contrasted with other highly industrialized Western societies (New, 1988). Comparative analyses of the Italian and American samples, for example, revealed variations in patterns of play, feeding and sleeping arrangements, protection from hazards and social interactions as a function of cultural values and parental beliefs. In the U.S. households, infants by age four months were observed being fed on demand and encouraged to sleep and play alone and develop daily routines separate from other members of the household. The Italian infants, in contrast, had multiple play partners, shared family meal times and sleeping spaces, and were routinely included in family and community social events. These differences were associated with culturally distinct short and long term goals expressed by the mothers. U.S. values of autonomy and cognitive development translated into a pattern of care that emphasized the child's increasing independence in exploring the physical environment. In contrast, the values of social competence and interdependent relations, mentioned often by the Italian mothers, were reflected in the many ways in which relatives, friends, and neighbors (*parenti, amici, e vicini*) participated in infant care (New & Richman, 1995).

Beliefs regarding the social relationships necessary to sustain and support the young child's development are among those which vary in the extreme from one cultural context to another. Indeed, the cultural context plays a critical role in determining not only the nature of social relations but their probability, as children of diverse cultures find themselves in settings with or without other children, in the presence of few or many other adults (Hinde, 1987; Kagitcibasi, 1996). As Whiting and Edwards noted in their multicultural analysis (1988), one of the more powerful roles of culture is in its designation of the settings to which young children are assigned and the "company they keep" in those settings. Several examples from the cross-cultural literature illustrate this point. According to many middle-class Americans and Canadians, the ideal arrangement for children is to spend much of their early infancy alone with their mothers, with whom they are expected to develop a unique attachment (Dunn & Scarr, 1987; Fein & Fox, 1988; Pence, 1989). Despite the growing demand for out-of-home care, the ethic of "mother-care" (Pence, 1993) continues to influence both policy and research related to child care in North America (Silverstein, 1991) and contrasts dramatically with conceptions of infancy in other Western as well as non-Western settings. Thus, for example, infants in Sweden are legally entitled to out-of-home care beginning at eighteen months (Dahlberg & Asen, 1994), while those of the Efe pygmies of the rainforest are expected to spend much of their time in the care of a familiar array of adult women, many of whom join the mother in sharing the breastfeeding of a single child (Tronick, Morelli, & Winn, 1987). In many other parts of the developing world, toddlers join mixed-age peer groups as soon as they are capable of walking (Konner, 1975) and are often cared for by older children (Weisner & Gallimore, 1977). These differences in children's social worlds reflect culturally specific beliefs about optimal settings for children's development and the essential social relations to be developed within those settings.

Culture and early childhood education

Such cultural differences in children's daily routines are often explained as a function of folk theories and cultural "traditions" rather than professionally informed decisions based on contemporary knowledge of child development. At the same time, studies of child care policies and programs developed by child development experts in nations around the world reveal a variety of culturally-constructed interpretations of quality child care and early childhood services (Cochran, 1993; Moss & Pence, 1994). Contemporary societies such as Sweden, Germany, France, China and Japan have

all acknowledged a sense of social responsibility for the care and education of young children through the establishment of national early childhood policies. And yet the conditions and aims of that care, including the nature of social relations, vary tremendously from one culture to the next. Thus, in Japan, where the child's identification with the peer group has priority over a relationship with a teacher as authority figure, preschoolers are purposefully placed in class groups as large as 35-40, with small groups of children responsible for monitoring their own behavior (Lewis, 1995). In China, the collective group--peers and teachers--is valued over either the individual or familial; thus Chinese young children are encouraged to regulate their bathroom needs in concert with their peers and to regard a teacher "as good as, if not better than, parents" (Tobin, Davidson & Wu 1989, pp. 100-105). American children of all ages, in contrast, are discouraged from becoming overly attached to either children or adults in early childhood settings by being moved, year after year, from one small age-segregated group to another (New, 1993a). In each case, what appears undesirable from one cultural perspective is regarded as reasonable and routine from another. Such studies highlight the subjective and contextual nature of the very concepts of quality care and developmentally appropriate practices (New & Mallory, 1994).

Pluralism in views regarding young children's developmental needs is supported by several recent large-scale cross-national analyses of early childhood programs for young children, each of which reveals diverse interpretations of quality. Results of these multinational comparisons reveal significant cultural differences in interpretations of such standard quality indicators as appropriate adult-child ratios; of equal significance was the variation found within cultures in the indicators identified by the different sources polled (Guenther-Rossbach, 1995; Hamilton, Mulhuish, Horne & Lowe, 1995). This notion of multiple stakeholders and variables of import in defining quality in early childhood programs has only recently been articulated by scholars in the field (Moss and Pence, 1994), with significant differences attributed, for example, to the child's perspective (Langsted, 1994) and that of the parents' (Larner & Phillips, 1994). In summarizing the findings from an analysis of large-scale programs for disadvantaged young children in India, Kenya, Venezuela, and France, the metaphor of a rainbow was utilized to represent the diverse perceptions of quality found among and between individuals and cultures. "Composed as it is of sunshine and rain, it changes with every shift in perspective" (Woodhead, 1996).

Quality in/as Context

An interpretation of quality as both contextual and dynamic helps to explain the wide variation found in child care programs throughout the world, and suggests that the continued quest for universal definitions and standards of quality may be as futile as the metaphorical search for the "illusory crock of gold at the rainbow's end" (Woodhead, ibid.). And yet such an approach to quality need not discourage professionals, policy makers, or parents seeking to identify quality indicators or program standards. Rather, a growing body of evidence supports the premise that the usefulness of such quality indicators and standards is dependent on the availability of both multiple perspectives and contextual relevance. As such, the emphasis shifts from a search for isolated variables that capture universally accepted facts about children's developmental needs to the establishment of a deliberative process characterized by negotiation, collaboration, and innovation and that includes all of the potential stakeholders. Such a process has the potential to result in conceptions of program quality and developmental appropriateness that are culturally relevant (Pence & Moss, 1994) but not arbitrary (Woodhead, 1996). Such a process would allow the establishment of educational objectives that are both desirable and feasible through its acknowledgement of local resources and aims, and would mitigate against the non-reflexive replication of externally-derived program models, no matter how esteemed. Ironically, Reggio Emilia--a town whose early childhood program is being translated 'round the world--has much to offer to this discussion

Reggio Emilia's Approach to DAP: (Documentation, Advocacy, and Participation)

Reggio Emilia's municipally-funded program offers yet another cultural variation on the theme of quality early childhood education approach to early childhood education. Drawing upon centuries of regional and national traditions of collaboration and shared responsibility for young children, Reggio Emilia represents a highly selective version of early childhood education Italian style (New, 1993b). I have argued elsewhere that there is much more to be gained by attempting to understand the cultural, philosophical, and theoretical bases of Reggio Emilia's work than to emulate its specific practices (New, 1996; in press). And yet there are some aspects of Reggio Emilia's approach to early childhood education that are not only relevant to this discussion, but serve as concrete means by which to promote discussion and improvement of the quality of early childhood services in the U.S. and Canada. In particular, Reggio Emilia's interpretations of documentation, advocacy, and *partecipazione* provide insights into the means by which members of our own pluralistic societies might begin to address the challenges and potentials of early childhood in a more inclusive, collaborative, and constructive manner.

Documentation as Process and Product

Malaguzzi has argued that children's early education demands "professional expertise, strategies of care, and environments . . . appropriate and unique to their developmental level." (Malaguzzi, 1993, p. 54). This declaration sounds remarkably similar to traditional interpretations of high quality early childhood services with well-trained teachers and developmentally appropriate practices that consider both age-related and individual characteristics of the child (Bredekamp, 1987). At the same time, Malaguzzi emphasized that the source of such understandings of children are not only to be found in texts written by individuals outside of the educational experience, but in the teachers' own experiences with children. Citing philosopher David Hawkins (1966), he notes that "the knowledge of practitioners is meaningfully deeper than any found in the thought of many academic researchers...." (Malaguzzi, 1993, p. 82). The concept of documentation as developed in Reggio Emilia acknowledges and contributes to this professional expertise and makes the concept of teacher as reflective practitioner an inevitability.

In many ways, the Reggio Emilia approach to teacher observation and documentation supports current practice found in other early childhood settings. Teachers of young children are typically expected to observe and interpret children's development as a part of their professional responsibilities. As new knowledge of children's learning has influenced strategies and aims of teaching in early childhood classrooms, so, too, has the growing understanding that the professional development of teachers does not end when

they reach the classroom door. Conceptions of teachers as reflective practitioners and life-long learners are now commonplace among teacher educators and frequently characterize in-service professional development activities. For many in the field, ongoing teacher observations of children at work and at play has become the *sine qua non* of principled and effective teaching (c.f., the work of Vivian Paley as well as Margaret Drummond's thoughtful and illuminating text on Learning to See [1994]). And yet Reggio Emilia's interpretation of the role of teacher observation and documentation goes beyond even these advanced understandings.

Documentation as conceptualized in Reggio-Emilia requires that adults *observe, interpret, articulate, and share* what it is that they have learned from young children in collaboration with one another. These additional challenges of articulation and sharing make the role of the teacher akin to that of a collaborative action researcher (New, 1994). Such a role interpretation requires that teachers develop and refine their own understandings within the context of negotiations with others who also know and have had experiences with these particular children. The results of these negotiations are then shared and utilized by others. The products of documentation in Reggio Emilia are not likely to be found in a research publication. Rather, this co-constructed knowledge about children's learning and development is incorporated into curriculum goals and methodology and is shared vis-a-vis visually appealing and intellectually stimulating displays that will capture the interests of other adults as well as children.

Documentation's contribution to conceptions of quality and developmentally appropriate practices is especially apparent through its ability to entice adults into discussions regarding children's care and education. The processes of creating documentation panels challenges teachers to organize, clarify, and debate their understandings with others. The documentation panels that grace the halls and classroom walls of Reggio Emilian schools then serve as a starting place for prolonged deliberations among not only those who participate in the process itself but others who ultimately view its products as well. As parents and citizens of the community view and discuss the documentation, they benefit from and contribute to shared understandings of educational goals and standards In this way documentation promotes a sense of community as well as expanded knowledge of child development among all of the adults. Strategies of documentation also serve as advocacy tools as teachers select those aspects of children's lives to highlight for others.

Advocacy for a New Image of the Child

"They are hopeful . . . Their lives are filled with expectation . . . They are more brave than persons of other ages . . . They are high-minded . . . And they choose to do what is noble rather than what is expedient . . . Such, then is the character of the young."

Aristotle's words serve as a compelling introduction to a recent text that challenges parents and teachers to hold Greater Expectations (Damon, 1995) for their children. Although Reggio Emilians are often credited with introducing the "image of the child" into the discourse of early childhood education, they and other contemporary advocates for a more optimistic view of young children join a noble and historic tradition that has been graced with similar urgings by Froebel, Montessori, Dewey, Lucy Sprague Mitchell, and others. And as various images of children have been projected over the centuries, so too have the corresponding images of adults vacillated from that of provider, protector, inhibitor or facilitator. What is unique about the Reggio Emilian approach to this advocacy mission is the power of its message and the inevitable image of adults that is inspired following an acceptance of their image of the child.

The image of the child is reflected in all aspects of the Reggio Emilia approach. Loris Malaguzzi echoed Aristotle's confidence in the young child's capacities, even as he placed explicit emphasis on adults' responsibilities to identify, respect and nurture those talents. Rejecting a "vision of the child as egocentric, focused only on cognition and physical objects, and whose feelings and affectivity are underestimated and belittled" (Malaguzzi, 1993, p. 59), the image of the child that is projected and promoted by Reggio Emilians is one of competence, entitlement, and connectedness to others.

"The cornerstone of our experience, based on practice, theory, and research, is the image of children as rich, strong, and powerful . . . with rights rather than simply needs. They have potential, plasticity, the desire to grow, curiosity, the ability to be amazed, and the desire to relate to other people and to communicate" (Rinaldi, 1993, p. 102).

Such an image stands in stark opposition to competing interpretations which pervade the mass media--images in which children are depicted as vulnerable, dependent, "at risk"/and risky. And yet Reggio Emilians have managed to project their image of the child with world-wide consequences. In great part due to the success of *The Hundred Languages of Children* exhibition, adults in cultures as diverse as Sweden, Taiwan, and Brazil have begun to reconsider their responsibilities with respect to these diverse interpretations of children and the many possibilities of childhood. The documentation that makes up the exhibition (of children's work and play and teachers' understandings of children's activity) clearly illustrates children's capacities as well as their "plasticity" to live up to the images that adults hold of them. The message of the exhibition, both implicit and explicit, is that the consequences are significantly different depending on whether or not one's image of the child is pessimistic rather than optimistic, stagnant rather than dynamic, unknowing rather than informed. Visits to the exhibition and to the city of Reggio Emilia itself have provided tens of thousands of teachers with compelling examples of children's competencies when they are nurtured and respected in a caring and stimulating environment. Such examples have encouraged teachers in countries around the globe to change their practice by shifting from an emphasis on what it is that children cannot do to more focused inquiry about what children can do, want to do, and are beginning to do. Such a change in vision--frequently described in terms of a changing image of the child--has resulted in profound effects on some teachers' conceptions of curriculum and assessment, as evidenced in the growing interest in portfolio assessment and long term projects as a means of eliciting and building upon children's interests, expertise, and hypotheses regarding the world around them. And yet Reggio Emilia also makes clear that it is not necessary to create and distribute a world-class exhibition in order to influence adult attitudes regarding children's potentials and the possibilities of early childhood education.

Teachers in Reggio Emilia advocate

for their image of the child by making visible the implications of this image. Thus, they promote a conception of children with rights by responding to those rights within the school setting. One of the rights which are acknowledged of children in Reggio Emilia is their right to be connected with others. This right builds upon the theoretical advances of the past two decades, as evidenced by the wealth of publications now devoted to explications of the interface between social relations and cognitive development (c.f. Berk & Addison, 1995; Forman, Minick, & Stone, 1993). This interpretation of children's right to social relations also builds upon cultural values that are indigenous to Italy. Organizational strategies serve to intepret and support this theoretical and valued conception of rights. Thus, while parents are not likely to be surprised to find that their children will be in the same class group for three years, they learn to appreciate the role of social relations in cognitive development as teachers facilitate, discuss, and document children's engagement in small group collaborative projects. As parents become increasingly familiar with the results of teaching strategies in which children utilize each other's knowledge and experience to solve challenging problems, they become advocates themselves for children's rights to social relations as well as this particular approach to curriculum.

Reggio Emilia's interpretation of children's rights to be connected with others also emphasizes the relations among and between the adults who know and care about them. Many of the same organizational strategies which support children's relations (e.g., staying in the same group for three years; working in small collaborative groups to address school-wide issues) also promote adult connections; these adult relations, in turn, help to contribute to an increasingly detailed and collaboratively constructed "new image of the child." The Reggio Emilian interpretation of advocacy for children's rights goes a long way to providing an explanation for the extensive support--both social and fiscal--for the high quality early childhood program for which the city is now famous. This approach to advocacy--which entails keeping parents informed and engaged in the workings of the school--also helps to explain the process by which such support has come about.

Participation as the Foundation for Early Education

A focus on children is considered essential but not sufficient within the early childhood program in Reggio Emilia. Indeed, child care in Italy is defined as a social service and a right of children *and their families* (New, 1993). Reggio Emilia takes this cultural value one step further, and considers the family as inseparable from the child's educational experiences. Building on policies at the national level, Reggio Emilia has developed specific strategies for maximizing parent and citizen participation in the care and education of young children. The Italian conceptualization of *partecipazione* is reflected in the organizational concept of *gestione sociale*, a principal of social management and participation initially ascribed to civic functions and management processes and currently supported by law. Based in part on Reggio Emilia's leadership, a 1971 law established that daycare centers and preschools should be managed by families and representatives of social organizations. For Reggio Emilians, this concept of participation conveys ". . .the possibility of the citizens (most of all parents) to contribute actively to the conducting of educational services, refusing to delegate their potentials and their responsibility" (Spaggiari, 1991, p. 112).

Throughout the school year, parents, teachers, and members of the larger community meet to discuss the challenges, opportunities, and controversies associated with their municipally-funded program. Such meetings are often enhanced by the sharing of teachers' documentation efforts and on-going staff-development activities. As a result of such meetings, adults in the community remain well-informed about the potentials of children and the benefits of participating in an educational context that provides the resources and the respect that children deserve. In Reggio Emilia, the concept of civic participation in educational concerns is interpreted as both privilege and responsibility, and thus becomes both a means and an end. This culturally congruent model of adult collaboration not only results in the social construction of standards of quality; it also enhances both the meaning and the quality of the larger community.

Conclusion

And so what are the defining features of quality programs with practices deemed developmentally appropriate? NAEYC's recently revised position statement on developmentally appropriate practice places new emphasis on the role of teacher as decision-maker and the value and necessity of multiple perspectives on children's developmental and educational practices (Bredekamp & Copple, 1997). The example of Reggio Emilia expands upon these principles.

The concept of "schooling as a system of relations" which guides the work in Reggio Emilia produces much more than good feelings on the parts of those involved. Rather, this emphasis on relations represents a commitment to engagement in multiple levels of discourse among and between teachers and parents, schools and the larger community. The success with which parents, citizens, and teachers in Reggio Emilia have negotiated their educational aims and processes based on shared understandings of their children provides compelling support for the premise that conceptions of quality and developmental appropriateness cannot be derived from formulaic interpretations of children's development, nor can personal or professional knowledge of children dominate the conversation. Rather, the determination of quality approaches to children's care and education requires a functional system of relations where divergent and minority voices count, with coordinated and collaborative efforts to improve everyone's "image of the child." Ongoing documentation of children's learning, advocacy for children's rights, and the participation of all stakeholders--parents as well as other citizens of the community--will significantly contribute to this process and its outcomes. When educational aims and standards are constructed out of the deliberations of those who know the children, those who will utilize and pay for the services, and those who will live with the consequences of their decisions, the results of such deliberations will be inevitably closer to the values, beliefs, and goals of the families and community members represented. This more dynamic and contextual view of quality draws upon the community as a source for determining how to negotiate and what to negotiate toward. Thus a commitment to quality educational experiences for children becomes a commitment to community and processes of deliberation not only reflect the surrounding sociocultural context, but contribute to its development as well.

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Fostering the Development of Mathematical Literacy in Early Childhood

Werner Liedtke

Introduction

The new guidelines, framework and general goals for mathematics content, teaching and assessment contained in *The Common Curriculum Framework for K-12 Mathematics: Western Canadian Protocol for Collaboration in Basic Education* (Minister of Education for British Columbia, 1995) and in the *Mathematics K-7 Integrated Resource Package* (Province of British Columbia - Ministry of Education, 1996) are suggestive of some very exciting changes for students at all grade levels, from kindergarten to grade twelve. These timely and appropriate guidelines provide direct as well as indirect hints not just for students at all grade levels but for pre-school children as well. The intent of the ideas and tasks included in this paper is to capture and illustrate some of the changes that are included in the framework of these documents and to focus on the important role a parent or a teacher of young children has to play if these children are to reach the goals suggested in the framework.

Central to all new documents is the general goal to develop *mathematical power* for all students. This mathematical power is synonymous with the *mathematical literacy* mentioned in the Integrated Resource Package for British Columbia. The questions: What is *mathematical power* or *literacy*? Why is it of importance for pre-school children? Why *number sense* and *spatial sense* are important parts of *mathematical literacy*? will be addressed before sample activities and questions that illustrate the key role primary caretakers have to play in order to reach the desired outcomes are presented.

The important components of mathematical power or literacy include thinking, talking, connecting and problem solving. Self-confidence, flexibility, perseverance and inventiveness also effect the realization of mathematical power. In activity settings it would be difficult, if not impossible, to have students and young children deal with components of mathematical power in isolation. It is simply for the purpose of discussion that the major components are briefly elaborated upon in a general way in the following paragraphs.

Mathematical Literacy: Components

Thinking

The goal for young children as far as thinking is concerned is not to accelerate or provide them with advanced strategies, but to elaborate on the strategies they possess. The thinking strategies and the activities that are included in this paper will be geared to number-readiness and fostering the development of number sense and spatial sense, which are important parts of mathematical literacy. For young children everything is possible. The challenge for those who work with them lies in maintaining and further developing this self-confidence as they get older. The goal is for students to develop and maintain a willingness to take risks and willingness not just to talk about the things they have learned or are learning, but to find new ways of talking about familiar things. Without a knowledgeable parent/teacher this important goal may not be reached for many young children.

Talking

At least two important things should be kept in mind. Mathematical ideas grow slowly. It takes time to acquire the ability to learn and use correct mathematical terminology and conventions. An ability to mimic an adult or the ability to recite mathematical terms is unlikely to be tied to any type of ability to think or understand. This is clearly illustrated when one thinks of many young children counting by rote or reciting the names of big numbers. Again, adults are required to initiate appropriate talk and create settings that are conducive to such talk.

Connecting

Connecting can be considered the key component of mathematical literacy. The presence of this component implies that mathematical skills or ideas can be connected not only to previous and to ongoing learning, but also to ideas beyond a pure mathematical setting. Meaningful as opposed to rote counting, for example, requires not only an understanding of numbers but also the ability to connect this understanding to ideas related to seriation and patterns. Without appropriate questions and problems posed by adults, many important connections may not be made.

Problem Solving

Some ways to make young children good or better problem solvers include: trying to accommodate and model the characteristics of good problem solvers; creating a learning atmosphere that is conducive to problem solving; and teaching or presenting new ideas via problem solving and via thinking rather than solving problems for them and "showing" them how to think. Adults who have contact with young children may need to experience this way of problem solving in order to be able to create such settings.

The environment that contributes most to fostering problem solving ability is one where students are active participants. Experiences will be remembered if they produce pleasurable reactions. These experiences should be derived from situations that are relevant and related to events and tasks from the child's environment. Experiences should not be abstract or artificially contrived, that is involve mathematics for the sake of doing mathematics. Young children need to begin to experience examples that show that many problems can have different answers; and that it is better to be able to solve a problem in different ways than it is to solve many problems in the same way. These type of experiences will be illustrated as specific ideas are discussed.

The atmosphere that is hinted at in the previous paragraph can be characterized as "open-ended" as opposed to "closed" or "heavy-handed." In an "open-ended" setting children can be given the opportunity to realize that mathematics is not something that is to be memorized and that solving problems is not a matter of following a predetermined routine for one unique correct answer. Orchestrated discussions that include exchanges of different ideas, as well as modelling by an adult are required to show young children that our notions about what mathematics is and how mathematics is learned have changed. Without an adult who collects appropriate tasks, creates favorable settings and is able to "coach thinking," this goal will not be reached.

Number Sense and Spatial Sense

Since number sense and spaatial sense are important requisites of problem solving and hence mathematical literacy, and since these expressions are relatively new, a few explanatory comments are in order. According

to the *Curriculum and Evaluation Standards* National Council of Teachers of Mathematics, 1989, pp. 39-40), "number sense is an intuition about numbers that is drawn from all the varied meanings of number." Three of the five components that are identified are appropriate for the preschool setting: developing number meanings; exploring number relationships with manipulatives; and understanding the relative magnitude of numbers. Van de Walle (1990) warns that "without a major commitment by a curriculum to experiences that develop number sense, many children will never understand number in any way other than counting" (p. 64). This suggested commitment can and should begin as part of preschool experiences. An emphasis should be placed on early-number tasks that will involve the use of fingers but do not focus on rote counting. The assumption is made that certain types of finger activities can make a very valuable contribution to fostering the development of number sense. Willoughby (1990) shares the important observation that, "If we teach children to use their fingers intelligently in the early grades, they should be more able to get along without using them later" (p. 20). An early intelligent use will help to avoid later use of fingers that is inefficient and involves rote one-by-one counting.

In the *Curriculum and Evaluation Standards* (National Council of Teachers of Mathematics, 1989) spatial sense is defined as, "an intuitive feel for one's surroundings and the objects in them" (p. 49). Wheatley (1990) suggests that spatial sense be thought of as imagery with three major components: construction of images, representation, and transformation. Spatial sense is part of many tasks. These include writing letters and numerals, following directions, making diagrams, and visualizing objects that are described orally (Bruni and Seidenstein, 1990). It is encouraging to know that research results reported by these authors indicate that spatial abilities can be developed and improved. Since that is the case, contributions to their development can begin at an informal level with young children at home and in preschool settings.

Number and spatial sense cannot be taught directly. They are a by-product of appropriately selected activities that are presented in a setting where effective questions are asked and discussion or talking takes place. A teacher's or a parent's role is of prime importance in this environment.

Mathematical Literacy: Activity Settings

For the majority of the tasks that are described the focus should be on the strategies, suggested types of questioning, and the setting in general rather than on the specific materials used. As the descriptions that follow are perused, one key concern could be kept in mind: "How can the strategies and questions be transferred and applied to other materials that are available at home or in a preschool setting?"

Classification Tasks

A great deal of learning in early childhood depends on a highly developed ability to form classes or to associate things that belong together. In providing an abundance of classification activities the basic motive is that children become as flexible as possible as they think about properties that go to make up classes of things. This flexibility will make it easier for them to move from a scheme of classes based entirely on perception (color, shape, size) to schemes based on other criteria, such as number. The flexibility that is required to reorganize number as a common characteristic, and to know that a number can be represented in different ways are indicators of the development and presence of number sense.

Aiming for flexibility means that children need to find new ways of thinking and talking about familiar things. How can this goal be reached? The strategies and questioning that are illustrated will make reference to two decks of home-made cards. One consists of animal pictures, the other of pictures of objects from a shopping catalogue mounted on pieces of cardboard (see Figure 1).

In a "closed" setting children would be told how to sort. For example, they might be asked to identify or find all the pictures of things that show something that can be worn and all those that have to do with eating. An "open-ended" task simply requests children to select things that they think are in some way the same and place these together. As children observe each other, they are challenged to identify the characteristics that were thought of as classes were established.

Since the goal is increased flexibility, children should be challenged to reconsider a completed task and to think of one or more different ways of sorting the same cards. As sorting strategies are guessed and/or explained, listeners are likely to become aware of ways that they had not thought of.

For a *Guess My Way* task, young children watch as animals or objects are sorted by an adult. Anyone who thinks they know the strategy makes a guess. The sorting and guessing continues until the strategy is identified. Once a correct guess is made, the task is repeated with the same animals but a different sorting strategy.

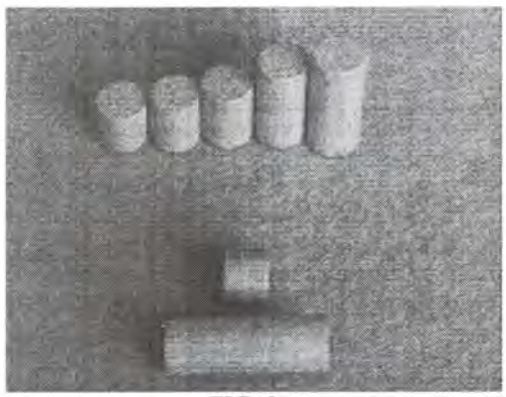
Four animals or objects are selected. A group of children is asked to think of one they think does not belong and how the remaining ones are in some way the same. This setting as did the previous one, can illustrate to children that different responses are possible and that there exist different ways of thinking about the same group of objects or animals. Any choice is correct as long as a reason can be provided. Children should learn to feel good about any answer that is justified.

Each child in a group is dealt one card. As a second card is dealt a rule is introduced. For example, if the receiver is able to tell how the two animals or objects are in some way the same, the dealt card may be kept. If unable to do so, it is returned to the dealer. The participants may need to be reminded or challenged to think of things other than size and color. After each new card is dealt, similarities for the whole group of animals or objects are to be identified. It is amazing to see how many different characteristics young children can come up with, especially when it is a matter of being able to keep a card, rather than having to return it to the dealer.

For very young children, a collection is begun and the simple request is made, "Try to find another one like this or these." Responses for, "How do you think they are in some way the same?" are elicited.

These types of task can be adapted for many different materials that can be found in the house or in a preschool setting (i.e. farm animals; wild animals; blocks, etc.). The reaching of the goals related to flexibility will depend on how materials are presented and the types of questions that are posed. An important reminder is in order. For open-ended settings it is inappropriate to have a right answer for a sorting task in mind (i.e. which does not belong? S T 7 L). Any response should be considered correct, as long as a child can explain how objects were grouped together.

Ordering and Pattern Tasks Most young children know how to count by rote. These children may be able to match number names with objects without being aware of existing patterns and without applying the thinking strategy of ordering to numbers. Ordering and



FIG>2

patterns are not just requisites of mathematical thinking but of language development and reading as well. As far as mathematical literacy is concerned, we want young children to learn how to describe how objects differ and use a wide variety of characteristics in problem solving settings dealing with order and patterns before any work with numbers is encountered.

The idea and language that is part of ordering can be introduced to young children as they try to fit objects into appropriate ordered sequences. After responses for "Where does 'this' belong?" and "Why?" are elicited for each object, the focus shifts to describing adjacent members of the ordered sequence. As the question, "How are they different?" is posed children are challenged to describe differences without using the word, big. Differences between adjacent objects are described as children learn to copy ordered sequences; extend them in either direction; and insert into them (see Figure 2).

It is easy to modify "closed" tasks (i.e. rings that fit onto a stem in only one way; cups or dolls that fit snugly into one another) by posing questions that refer to a few selected members of such sequences or by considering a characteristic other than the ones the designer of these types of materials may have had in mind. One type of problem solving setting can consist of presenting three or more film canisters that were filled with different things and asking children to order these by weight, from least to greatest, or vice versa. During the task or as part of a follow-up discussion, children are asked to describe the strategies used to solve this type of problem.

Closely associated with ordering is the recognition, description and use of patterns. The simplest problem, next to identifying and describing a pattern, consists of selecting from a group of objects one that should come next in a given sequence. Children can then learn to extend patterns (see Figure 3).A word of caution is in order about assessing solutions to problems suggested by children for the extension of sequence or patterns (i.e. What comes next? For D 0 D 0 —or 1, 2, 3 –). Reasonable answers can be provided for an object that seems to be placed incorrectly. For example, a "repeating" pattern could be modified to a "growing pattern, or vice versa. These possible options make it necessary to elicit from children reasons for responses that seem different or to ask them to continue with extending a pattern beyond "placing" only one object in an attempt to assess the thinking that was employed. These settings reinforce the notion that the fostering of problem solving abilities related to ordering and patterns requires an adult who knows how to ask the right questions.

" **FIG>3**

Number Sense Tasks

One major goal is to have children realize that it is possible to establish equivalent sets without having to count. Children need to recognize that two or more sets can be equivalent even if their appearances (with respect to color, shape, size) and/or arrangements differ.

As far as specific tasks are concerned, children can be asked to find a pencil for each piece of paper; a cookie for each plate, a coat for each hook or hanger; a child for each chair; and so on. A request can simply consist of, "*Find as many* (pencils) *as there are* (children). *Try to do it without counting.*"

One-to-one correspondence (matching one object in one set with one object in another set), once learned, is a simple convincing criterion for children to use. Although the basic process in counting is one-to-one correspondence, too many other ideas are involved and counting is too contrived to be a

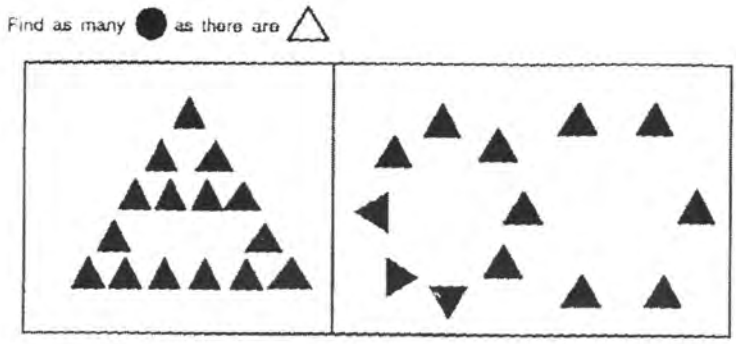


FIG.4

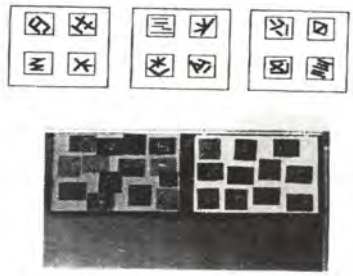


FIG.5

dependable tool for every child. The question, in any case, is too simple to require so complicated a process. It just asks, "*Are there the same number of each*?" of "*Are there just as many* (coats) *as there are* (hangers)?" The question does not ask, "*How many in each*?"

Challenging variations for matching tasks can be presented by posing the problem, "Find as many without counting" for different arrangements or objects (See Figure 4).

As in the case for previous tasks, the question, "How do you know you have just as many?" is posed.

The number of fingers on one hand, or five, can become an important early perceptual and tactile benchmark or reference for young children. Matching each of the five fingers with one object is associated with the word *five* and the symbol 5.

A *Five Hunt* consists of identifying groups of objects and pictures that in some way illustrate this number. Matching is used to verify responses. A list of things or objects that consist of five parts or have five parts can be prepared for a bulletin display. The children are asked to use five fingers, find groups that do not show five and use the words *fewer* or *more* to describe the groups.

The five fingers on one hand are held up. The request is made to think of a different way of showing that many fingers. The children are asked to use both hands to show *this many* fingers. As different arrangements are displayed, differences and similarities are talked about (i.e. they look different but they show the same number).

Each child is given five popsicle sticks or toothpicks and a small piece of construction paper. Children are asked to create a design and glue it to the construction paper (see Figure 5).

The designs are examined and discussed: "*How are the designs different*?" "*How are the designs similar*?" The results are displayed on a bulletin board. The display is given a title using five words, of course: *Five - You Can Look Different*.

The activity with the toothpicks can be modified to include five different geometric shapes or different colored pictures that show five parts from magazine advertisements. The designs, arrangements and pictures can all become part of a neighborhood that has five as part of its name. This neighborhood can include pieces of construction paper (lots) with different looking houses each constructed with five blocks or rooms (on Fifth Street). Each backyard can show flowers that have five parts which were designed from colored pieces of paper or pattern blocks. A free-play setting "*Sponsored by the Number Five*" can pose the problem of trying to create a town or playground where as many objects as possible show this number.

After the introduction of all the numbers less than five, other activities deemed conducive to the development of number sense should be presented. For example, for a Finger-Flash setting, an arrangement of fingers (i.e. three) is briefly displayed. After each exposure, children are asked to report the number name that came to mind.

For one type of setting children are asked to place one hand on a table, desk or on the floor in front of them. After a number less than five is briefly "flashed," they are asked to say how many were seen and to show on their other hand how many more it would take to show five fingers. After experiences of this type, fingers are "flashed" and the children are asked to give a number name for how many they think they saw and another name for how many they thought were down or hidden.

As children become familiar with tasks of this type the time of exposing fingers can be reduced. Assigning the appropriate number name to an arrangement of fingers without learning to count each finger can be taken as one indicator of the presence of number sense.

These types of activities can be adapted for introducing to children the second important benchmark—the number of fingers on both hands or ten, and then for the numbers between five and ten. The time spent on activities that contribute to fostering the development of number sense will pay dividends as new mathematical ideas are introduced. The tasks, settings and types of questions that have been suggested are supportive of the fact that without appropriate coaching by a parent and teacher many young children may not go beyond an understanding of number that is based on rote counting.

Spatial Sense Tasks

The main goal is to contribute to fostering the development of an intuitive feel for the objects in young children's surroundings. This intuitive feel includes images and representations. Any set of blocks can be used for tasks and activities deemed conducive to reaching the goals related to developing spatial sense. This set of blocks should include as many different types that can be gathered (see Figure 6) and if possible three or four of each type of block. Since parts of the blocks will become the focus of many of the activities discussions it is advantageous if the blocks are either colorless or the same color.

One simple goal consists of having children relate the blocks to objects in their environment. As children are holding a block and slowly rotating it, they are asked to respond to "*What does it remind you of?*" Some blocks will or should elicit comments that will hint at the fact that many answers are possible because, "*It depends on how you look at it.*"

Several blocks are used (as requests are made) for constructing a certain type of building. For example, children can be asked to build something they think is fancy or strong.

Children are asked to share their reasoning that was part of their construction during a follow-up discussion. Another task consists of having children construct a building that is familiar or is recognizable by classmates. A guessing


FIG.6

game can take place to have children try to identify these mystery buildings.

After a model of a building is prepared, the children are requested to, "*Try and build one exactly like it.*" Responding to this request involves several thinking strategies. Blocks need to be sorted and the order of placement needs to be determined. A different type of problem is created and different thinking is involved by requesting students to examine the model and then attempt to construct something that is: *like it, but bigger* (smaller); *a little bit like it* (see Figure 7); or *very different*.

After children have identified and touched the parts of a block we call face, questions need to be posed that lead to generalizations about how faces can be different (flat or round; big or small; shapes) and how all faces are in some way the same (smooth). Children who know how to identify faces can now sort blocks in different ways. Sample categories can consist of *few faces* and *many faces*; or *one-*, *two-*, *three-*, *four-* and *many faces*.

Counting the number of faces on a block may not be an easy task since children have to try to remember which faces were counted and which have to be counted. Children can be led to make the discovery that blocks that look different can be the same in some way. For example, they have the same number of faces.

As children hold up a block, they are asked to point to faces that can be seen and a face that cannot be seen or is hidden or at the back. The challenge is presented of holding the block in order to see the greatest number or the most and the least number or the fewest faces.


FIG.7

Children are asked to take turns as each one assists with building a *Difference Train* by choosing a block that is different from the last block and adding it on to a train. Each child has to be able to describe the difference by referring to *faces* (see Figure 8).

Some children are asked to place one hand behind their backs. While their eyes are closed, other children place a block into their hands. The task consists of using the word *face* to describe the hidden block. The same setting is used to have children who have a block behind their backs try to find a block that is: *exactly like the one* behind their back; a *little bit like it*; or *very different*.


FIG.8

After three or four blocks are displayed, the children are asked to consider faces and think of one block that they think is *different* or *does not belong*. The responses by different children will illustrate that more than one correct answer is possible and this outcome needs to be pointed out and reinforced.

Pictures or diagrams of blocks are presented. The challenge consists of trying to find the block that is represented and then trying to hold it as it is represented and then trying to hold it as it is shown in the diagram (see Figure 9). An additional challenge consists of having children identify and talk about the faces that can be seen and those that are hidden.

Many of the activities that have been described for faces and blocks can easily be adapted for the parts of blocks called *edges* and *corners*.

A guessing setting can be created for an overhead projector. After a block is placed behind a screen onto the projector, it is turned on. As the children examine the shadow made by the block and a pile of blocks, they respond to, "*Which block could it not be?*" and then to "*Which block could it be?*" Suggestions for determining a correct match are entertained until a block that satisfies the conditions is identified.

As part of the discussion about number sense it was insinuated that the ability to recite numbers and being able to count by rote are not part of number sense and do not in any way contribute to its development. A similar comment is in order for spatial sense. Knowing the appropriate names for blocks or for two-dimensional figures does not in any way contribute to its development. As was the case for number sense, the development of spatial sense is dependent upon children being provided with the right kind of tasks and being asked the right kind of questions. The role of the parent or teacher is crucial.

Conclusion

Research has shown that parents play a critical role as far as future attitude toward and achievement in mathematics is concerned (Leder, 1992). The activities and problems included in this paper illustrate how parents and preschool teachers can play an important role in making contributions to the development of several components of mathematical literacy. It is by no means suggested that a formal or structured program is required to reach the outcomes that were suggested for these components. An individual posing of appropriate questions or problems as children are engaged in free or guided play can promote and provoke thinking and can serve to free some of the potential of the powerful cognitive system in young children.


FIG.9

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FULFILLING THE MANDATES OF THE COMMON CURRICULUM IN ONTARIO USING THE PLAY BASED 'STRUCTURES' MATHEMATICS PROGRAM

Mindy Kalchman

Teachers in Ontario are concerned about fulfilling the mandates endorsed in *The Common Curriculum* (MET, 1995a). *The Common Curriculum* is not, ironically, curriculum, rather, it is Ontario's educational policy document that specifies classroom learning outcomes for all subject disciplines from grades one through nine. The document was introduced as educational policy reform in the early 1990's, and although a legacy of the previous provincial government, it is still the province's central policy guideline for primary and middle school education.

Considering many reform documents for education do not clearly distinguish between what students should do in school and what they should be able to do as a result of what they learn in school (Putnam, Lampert, & Peterson, 1990), Ontario's "outcomes based" educational policy reform approaches the latter but neglects the former. No doubt, some teachers were anticipating an auxiliary document that would detail how to attain these learning outcomes in a classroom. However, since no such supplement emerged, some teachers have been struggling independently to adapt their teaching styles and philosophies in order to accommodate this swing of the proverbial pendulum.

Because many elementary level teachers are anxious about teaching mathematics based on their own negative school experiences, they are especially worried about fulfilling the mathematics outcomes mandated in *The Common Curriculum*. It is therefore necessary for educators to familiarize themselves with instructional programs for mathematics that will be 'user-friendly', and will encourage students to become expert mathematicians from a young age. The *Structures* (Weininger, 1991) mathematics program is one instructional method that, if used as suggested, will help teachers to bring students to a reasonable place of individually appropriate achievement as per the outlined strands of Mathematics within *The Common Curriculum*.

The *Structures* program

The *Structures* program was founded on the belief that children can learn mathematics through play - an activity most familiar to them. Play becomes a vehicle for thinking as children plan, order, create spatial relationships, recognize relationships among objects and realise many other mathematical concepts inherent to play. The teacher's role in the program is to help children to think in mathematical ways, to use the language of mathematics, and to become aware of the spatial relationships that are inherent to the children's creations (Weininger, 1991). Through carefully articulated questions and observations about structures that children have built out of materials of their choice, the teacher helps the children verbalize and recognize the implicit mathematical concepts that are incorporated into their structures, and also determines each child's readiness to have new concepts introduced and existing ones further developed.

The Common Curriculum does carry companion documents, one of which, *The Provincial Standards for Mathematics, Grades 1-9* (MET, 1995b), specifies outcomes for six strands of mathematical learning: Patterning and Algebra; Geometry and Spatial Sense; Number Sense and Numeration; Measurement; Problem Solving and Inquiry; and Data Management and Probability. In this paper I will present the grade three learning outcomes listed in *The Common Curriculum* that are cross-referenced to each of the learning strands for mathematics indicated above, and argue how using the *Structures* program throughout the primary years can facilitate students' learning in mathematics and fulfil the requirements of the latest institutionally sanctioned goals of instruction (Cobb et al., 1988).

The outcomes

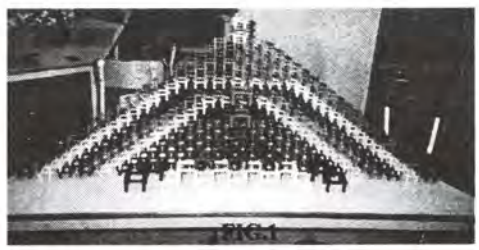
Patterning and Algebra

M1 -identify, extend, and create patterns and use these patterns to build models and solve everyday problems (e.g. use geo blocks and boards, number patterns; identify the pattern in the symmetrically arranged petals of a flower; build a block tower) (MET, 1995a, p.72)

Children have a natural tendency to create patterns by ordering and grouping objects. It is identifying and extending patterns and using patterns to build models and solve everyday problems that must be deliberately developed.

Using figure 1 as a sample structure, a teacher might say: "I think you followed a plan to construct your design. I think I see a particular order. Would you tell me about your plan?" If the student understands the patterning process she might identify and explain her pattern and how she used the pattern to build her structure. A question to determine the student's capability to extend the pattern might be: "I wonder if you could add another layer to your structure?" The child at that point could either explain how to or actually extend the pattern to include another layer. This line of questioning could also follow a numeric path by beginning with something like: "I wonder how many blocks are in each layer? Do you think you could find a pattern in the number of blocks in each layer?"

Once the child has demonstrated an understanding of pattern and patterning language, she will be able to solve problems relevant to her day to day activities and continued learning. These problems may include learning number facts and operations or even saving a portion of her allowance weekly.



Geometry and Spatial Sense

M2 -investigate the attributes of two- and three-dimensional figures by constructing models of them (e.g. make diagrams; use computer simulations; build structures with blocks) (MET, 1995a, p.72)

M3 -describe the results of sliding, flipping, and turning a variety of objects and shapes, using their knowledge of spatial relationships and the effects of motion geometry (e.g. describe the effects of flipping two-

dimensional figures on a grid - a motion that changes the position of the figures but not their size or shape) (MET, 1995a, p.72)
M4-use simple grid applications in conducting investigations and playing games (e.g. in playing bingo; in reading school and community maps) (MET, 1995a, p.72)

Outcome M2 may evolve as children manipulate individual pieces of building material in a sensorimotor fashion. By doing so, they learn about edges, surfaces, points and rounded parts (Rowney & Weininger, 1995). To draw attention to the individual shapes the teacher might comment that "...the irregular shapes fit your design.", or that the "..blocks in your structure made a cube (a diamond, a square, a circle, etc.)."

The motion geometry described in M3 may be approached by making suggestions and asking the children specific questions


FIG.2

such as "what do you think would happen to your structure (see figure 2) if it were flipped over, turned around, or slid over?"

Graphing and the use of grids, as mandated in M4, could be used for recording information about the structur es such as the number of different colors, shapes, or kinds of materials used, the height of the sides of the structure or any other relationships that are evident.

Number Sense and Numeration
M7 -apply the concept of place value and use whole numbers and simple fractions in a variety of practical applications, including problem solving and estimation (e.g. to estimate the number of blocks in a box) (MET, 1995a, p.73)

M8 -perform accurately the basic operations of addition, subtraction, multiplication, and division of whole numbers (e.g. do simple mental calculations; use the multiplication tables correctly to 5 x 5) (MET, 1995a, p.73)

In my opinion, the separation of the above outcomes reflects a lack of understanding that decontextualizing computation does little, if anything, to enhance a child's mathematical awareness and conceptual knowledge. Therefore, I advocate that M7 and M8 be considered a common outcome when engaging in instructional discourse with students regarding their structures.

Figure 3 is an example of a structure that may be used either to introduce or consolidate concepts involved in number sense and numeration. Number sense may begin with simply matching the blocks that are alike, counting them to learn or consolidate 1:1 correspondence and then counting back down again to understand the reversibility involved in counting. When a solid grasp of 1:1 correspondence is achieved children are ready for simple computation and whole number concepts. Fractions may be introduced at this early stage by, for example, having the children compare the number of long blocks in figure 3 to the total number of blocks.


FIG.3

Intimations such as "I wonder if you thought of subtracting a block from your structure? (or adding a block, or a multiple)" have the potential for generating computation skills. A child's intuitive sense of multiplicity can be drawn out by remarks such as "The base of your structure is twice as large as the top. You could count the blocks at the base and the top to see if I am correct", or "You used double units here and half units here."

Children may interpret their structures in terms of place value (Rowney & Weininger, 1995). For example, when building with bungs as in figure 4, sets can be counted and recorded in piles of ten. Children will be able to conceptualize what ten is, and count by tens or by ones quantitatively rather than symbolically as is customary in many classroom programs.

Additionally, children could be encouraged to estimate the total number of bungs in several ways. For instance, those that have been working on place value could estimate the number of sets of ten in the structure which could lead to estimation by hundreds, or they could simply estimate the number of single units in the structure. Referring to figure 4, the difference in the number of bungs between the high and low points of the structure could be estimated as could be the number of bungs in the circumference of the base. These estimations inherently include an element of mental calculation.

Measurement
M9 -estimate, measure, and record temperature, time, distance, length, perimeter, area, capacity and volume, mass, and amounts of money using non-standard and standard (SI metric) units of measurement (MET, 1995a, p.73)

Children may be asked to count the number of pieces of material "around the outside" of their structure, and told that that is the perimeter of the structure (or the circumference if the structure is circular). The children may place objects inside an enclosed space, and are in fact exploring the volume of the space. If the children cover a surface with their structures they can determine the surface area by counting the number of like objects that it took to cover the surface. Children may use their own bodies or objects with which they are familiar such as bungs, lego building pieces, or unifix cubes as non-standard units to measure parts of their structure. When rulers or metre sticks are made available to the students and are incorporated into building, children relate the number on the stick to sizes in their structures. Eventually, when they are recording and have made the connection to standard measure, they will use rulers in their diagrams (Rowney & Weininger, 1995).

Individual pieces of material may be weighed, the mass recorded, and then the masses of the pieces added together to obtain the mass of the entire structure. The time that it takes to build a structure may be measured, and then the relativity of "a long time" and "a short time" could be discussed and measured against periods of time with which the children are familiar such as a day, lunch hour, summer vacation or the time it takes to run across the school yard.

The measurement of temperature could be addressed by way of a tangent to a conversation about a structure. For example, in figure 5, the teacher would notice the

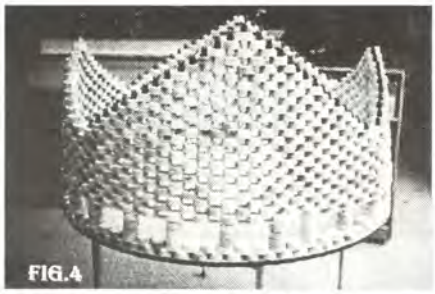


FIG.4

animals that decorate the structure. The elephant for example might live in Africa where it is very hot and hence

, "...what is very hot? What is very cold? When is it hot and cold where you live? What might be a temperature that is just nice?" etc..

Money might enter a lesson by evaluating the total cost of a structure if one piece of material is worth for example $0.10. Calculating the ensuing cost could be an excellent consolidation exercise for basic computation, estimation, computational estimation, place value, and decimal numbers.

Problem-Solving and Inquiry

M29 -be able to follow the steps in a standard method of inquiry (e.g. design a fair test to determine which of two magnets is more powerful, which of several brands of paper towel absorbs the most water) (MET, 1995a, p.80).

M30 -ask questions about the world around them and look for answers to these questions, working both alone and with others (e.g. Why do some balloons float in air? How many leaves are there on a plant? What building materials are most suitable for a particular structure?) (MET, 1995a, p.80)

M32 -begin to demonstrate attention to accuracy, thoroughness, persistence, and creativity in conducting an investigation (e.g., recording observations accurately, continuing to modify ideas in an investigation when the first attempt fails) (MET, 1995a, p.80)

M33 -identify more than one solution to a problem and show respect for other people's solutions (e.g., different calculation methods in mathematics; different designs for products) (MET, 1995a, p.81)

M37 -work constructively with others on projects (e.g., co-operate and share ideas during group work) (MET, 1995a, p.82)

M29 and M30 may be considered together. By creating structures, children begin to review why things happen and look for alternatives. They also begin to analyze and form generalizations, and become aware of likely possibilities, probabilities, improbabilities and impossibilities (Rowney & Weininger, 1995). For example, a child may be asked to predict the sturdiness of a structure if it is constructed out of a material different from the chosen one.

M32 is best addressed through the recording strategies that children use. Each time a structure is recorded, it is reviewed with the teacher and discussed in terms of its mathematical content, accuracy, and symbolic nature. As the child grows and develops a deeper understanding of mathematical concepts and relationships, her recordings will become increasingly complex, refined, and modified as will the mathematical discoveries that pertain to each of her structures.

As a child becomes more confident in her learning and knowledge, a flexibility in her thinking develops, and outcome M33 may emerge. She might say "If this doesn't work, I'm going to be able to do this...". She is able to think about solutions from different points of view, and show an independence in her thought processes that reveal new ways of thinking and solving a problem (Rowney & Weininger, 1995).

At the end of a building time, students are given the opportunity to "bridge" their structures with others' and thus form a cooperative unit for problem solving, discovering relationships and developing concepts as necessitated by M37.

Data Management and Probability

M34 -use a variety of methods to gather, analyze, display and communicate information (e.g., computer software, audiotapes, display, charts) (MET, 1995a, p.81)

M36 -understand simple ideas related to chance and probability and conduct investigations to explain them (e.g., "lucky draws", experiments using spinners) (MET, 1995a, p.81)

Each new structure that a child builds is a new source of data, and a new opportunity to record and communicate information in a novel way. With experience building and recording, M34 is addressed as children become increasingly adept at communicating their data in a variety of ways such as graphing, communicating orally, and numerically representing their structures.

Additionally, with experience children become increasingly able to make choices and predictions about possible relationships by asking themselves "I wonder what might happen if..."? By going on to test a hypothesis or prediction such as the probability of materials stacking, rolling, or supporting other materials, children are able

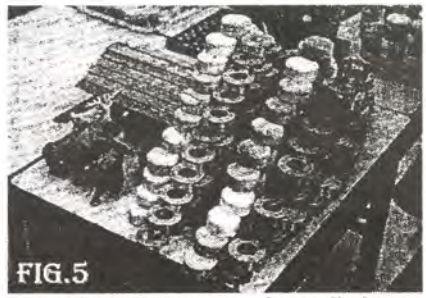


FIG.5

to experience the success of a prediction, or to modify their beliefs and try again, and thus develop the skills outlined in M36.

Summary

The Common Curriculum identifies streams of mathematical development that children need to become successful and productive members of their communities. The *Structures* program identifies with each stream, and if used as intended, is a workable alternative mathematics program for teachers to consider for fulfilling the mandates published in *The Common Curriculum*.

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CAYC NATIONAL CONFERENCE

February 8 - 10, 1998
Winnipeg, Manitoba

Featured speakers

Shelley Harwayne,
David Whitin
Vera Goodman

For further information please contact:
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Telephone 204 589 5009 (H) 775 2455 (W)

Canadian Association for Young Children

ANNUAL GENERAL MEETING

The Annual General meeting and CAYC Board Meeting will be held in Toronto, Ontario on the weekend of May 31st - June 1st, 1997

Call for Nominations

The Canadian Association for Young Children hereby calls for nominations for the board position of National Director. This position will be voted upon at the Annual General Meeting in Toronto, Ontario, May 31st -June 1st 1997. The responsibilities for this position will commence in November 1997. A nomination form for this position is included in this issue of the journal. Nominations must be received by May 3rd, 1997. Nomination forms should be sent to the Elections Officer, Elizabeth Munroe, 130 Chinook Drive, Cochrane, AB., TOL OW2

PLEASE USE ENCLOSED FORM

Proxy Form

To be used at the CAYC Annual General Meeting.
Members may appoint any other CAYC member attending the AGM to represent them.

The undersigned hereby appoints:
A Maxine Mercer, President of the CAYC Corporation OR
Name.....

Address.....

As proxy of the undersigned, with power of substitution to attend the Annual General Meeting 1997, and at any adjournment(s) thereof and vote on matters of the Corporation.

For, or against, if no specification is made for approval of the Financial Statements for the year 1996

For the appointment of auditors.

For such business as may properly come before the meeting.

Signature of member.....

Dated this .....day of.....1997

Return this proxy form to:
Elizabeth Munroe, 130 Chinook Drive, Cochrane, AB. T0L OW2
THIS FORM MUST BE RECEIVED 8 DAYS BEFORE THE AGM

Inside CAYC

SPRING / PRINTEMPS 1997

President's Message

Maxine Mercer
President CAYC

As I begin my term as President, I would like to express sincere thanks to my colleagues and friends on the Board of Directors for their continued support and encouragement, as we embark upon this journey together. We have had outstanding leadership from Gayle Robertson and we are especially pleased that she is able to continue in the role as Past-President. Gayle's consummate and professional style will enable the Board to fulfill its mandate with a smooth transfer of leadership.

We are very fortunate to have a Board with a wealth of expertise and warmly welcome our new people at this time. Wayne Eastman is Newfoundland Director, New Brunswick's Director is Mollie Fry, Judy Wainwright is Alberta Director, and Larry Railton is B.C. Director. Mary Cronin joined the Board as Saskatchewan's Director in October. Carol Ebner and Jenny Chapman have completed their terms as Vice-President and B.C. Director respectively. We sincerely thank them for their contribution and commitment to the Association. Their energy and enthusiasm will be missed.

In recent years, our Board has introduced theme action projects to address issues that affect the quality of life of young children and their families. You may recall the literacy project, "Loving Books," which consisted of a video and t-shirt. David Booth, well known educator, played a significant role in the development of the video, while Brenda Clark, an outstanding writer and illustrator of the well-loved Franklin series, consented to the use of her character on the t-shirt. Board members distributed and/or sold the project items in their home provinces as part of the coast to coast implementation plan. "Loving Books" was successful in communicating the message that reading to young children is very important to their total development.

Another theme action project has been the development and distribution of a position statement. At the Annual General Meeting in Regina, Saskatchewan last fall, CAYC launched its position statement on play entitled, "Young Children Have a Right to Play." It is hoped that CAYC position statements will influence the direction and quality of program and policies that affect the development and well-being of Canada's children. There is an ongoing concern that, in some settings, children's play is not being valued and this position statement urges all Canadians to become advocates for play. These brochures are available from a CAYC Director in your area in bundles of 50 for $10 or 100 for $20 and are an ideal way to support your position in parent meetings, workshop presentations, post-secondary classrooms, etc. The position statement on play in school settings is currently in the works and should be available in the fall of 1997.

In addition to developing theme action projects, the Board has also been discussing ways in which we can continue to carry out CAYC's aims and objectives effectively. The following is a sampling of those discussions. It was determined that policies and programs can be affected through advocacy, response to issues in the news, and direct projects related to children. Forums to support one another can be achieved through national and regional conferences, the journal, and a home page. Professional development opportunities may be offered in conjunction with other groups and in support of other groups. We can create opportunities for effective liaison and collaboration by connecting with other like-minded organizations. Outstanding contributions to the well-being of children can be recognized through the continuation of CAYC's Friends of Children Award and membership profiles in the journal.

The Board recognizes that these are challenging times to be working on behalf of young children and their families. We strongly urge you to contact the Director in your area if you have issues or concerns you would like to have addressed at our Spring Board Meetings and AGM in Toronto May 31-June 2. Your feedback is welcome at any time. If CAYC is to be a strong voice for Canada's children, we need the assistance of you, our membership.

ASSOCIATION NEWS

British Columbia
Larry Railton

On March 10, 1996, the B.C. CAYC held a meeting at the Child Study Centre, UBC to pass on the baton to me, Larry Railton, the incoming provincial director for B.C. Members and guests were invited to meet me and to view the Canadian film, "The Mind of the Child." I am the director of a private specialized care facility in New Westmister, B.C. and have been a member of CAYC since 1991. I have been a member of many childcare committees in the community and am currently sitting on an advisory board bringing together a society to facilitate supported childcare in New Westminster. I graduated from Langara College with a Diploma in Early Childhood Education.

I have worked as an advocate for children for many years. More recently in the past 10 years I have taken on the role of a community childcare and family advocate. Listening carefully to community needs and local governing policy, I, along with my peers, have managed to make local government

become visionaries in what possibilities could be offered to children and families. I have just been appointed to the Community and Social Issues and Family Court Committee in New Westminster, and am eager to start advocating on a more formal note. I have experience in negotiation and mediation with my link to trade unionism. I am dedicated to fair opportunity for all.

Picture the last weekend in September in glorious sunshine on the arbutus lined beaches of diminutive, unspoiled Thetis Island. That was beautiful B.C. at its fall best for members and guests of British Columbia's branch of CAYC Overbury Farm Resort provided the sleeping cabins, the fine dining, the spacious high ceilinged living room for discussion sessions, and the old farm kitchen for letting loose with art materials. Some arrived via ferry from Chemainus, near Nanaimo; others flew from Vancouver harbour in a trusty six-passenger Beaver de Havilland.

The inspiration for the retreat was that everyone attending perused more or less thoroughly a chosen text, Peripheral Visions, Learning Along the Way, by Mary Catherine Bateson, the daughter of anthropologist, Margaret Mead. Bateson writes of her life experiences as a teenager in Israel, a young wife in the Philippines, and the mother of a small daughter in Iran. Every chapter brings its own revelations about ways to learn, and these we related to the multiplicity of insights garnered from our own travels and careers.

The input for the conference came from ourselves. Jenny Chapman, past CAYC Director for B.C., put together the focus and structural details. Our hostess, Arlene Kasting, well known from U.B.C. Child Study Centre, joined the group sessions as well as providing for our material comfort. Our "resident" artist, Marilyn Foubert, freed us up to draw one-line portraits and assemble fetishes from found materials. Age range, job range, breadth of educational background, combined with refreshment for body, mind, and soul: this was the formula for an exhilarating weekend.

Alberta
- Judy Wainwright

Thank you Elizabeth for your time, energy, and commitment to increasing CAYCs presence in Alberta. With many provincial groups vying for members, this was and will continue to be an uphill climb. As the new Alberta Director, awareness of CAYC will continue to be a major focus.

As a follow up to CAYCs position paper on play, a future meeting for May will focus on play by viewing recent videos on "When a Child Doesn't Play," followed by discussion and networking.

My strong belief and passion that all Albertans need to hear is that children have the right to be children—and to play. When children play, they are in control, much as we are, for example, when we drive a car. Play is intrinsically motivated and has a positive effect. It's something where the process is more important than the product, where children make choices and pretend. Play is powerful, open-ended, fun, creative, active, learning about living, decision-making, experimenting, communicating, wondering, experiencing—and integral to human life. It embodies everything we are. We want children to have an opportunity to play, feel secure, have their emotional, physical, cognitive, and social needs met, to be loved, to live in rich and stimulating environments with supportive, nurturing adults—and strong community resources to meet the individualized needs of children and families.

Childhood is right unto itself and, if we look at the kind of society in which we want to live, what we really want for our children is a positive childhood—and time to play. The goal is for healthy children living in healthy families and communities. Society needs to learn how to nurture, value, and care for all children, to optimize their development.

This is the message I hope to convey while Alberta Director of CAYC

Saskatchewan
- Mary Cronin

I would like to begin my first report by thanking Darlene Dixon who just finished her terms as CAYC Saskatchewan Provincial Director. Darlene has taken on the key role of National Treasurer. Thank you Darlene for your commitment to CAYC at all levels.

Fall 1996 was very busy organizing and running the joint E.C.E.C./CAYC Conference 1996, "Through the Eyes of a Child" which was held October 17, 18, and 19. The conference was a great success thanks to the initiative and hard work of the organizing committee.

Immediately after the conference, CAYC Saskatchewan hosted the CAYC Board Meeting and the Annual General Meeting. At the Board Meeting, two of our members, Caroline Krentz and Barbara Leete Stange were named as recipients of the "Friends of Children Award." The award will be presented to these deserving women later this year.

On May 2, 1997, we will have our annual spring event at the University of Regina. The day's events will centre around the environments that we create for children. The Co-Chairs, Beth Warkentin and Catherine McNaughton, and their committee are busy planning and organizing "Getting Back to Children: Encouraging Positive Behaviours in Children's Environments."

We have become involved in two special projects. The first concerns the distribution of the CAYC brochure on Play—we want to have them reach as many teachers, administrators, and childcare workers as possible. The second project involves supporting the "Come Read With Me" Program being run by the Early Learning Centre, a pre-school for low income children. The program helps parents choose books for

their children, to read to the children, and to extend the story experience.

I want to thank the members of CAYC Saskatchewan for giving me this opportunity to be the Provincial Director. With members' continued support, I am confident that we will go on making a difference for children.

Manitoba -
Gloria McLaren

With the 1998 CAYC's National Conference taking place in Winnipeg, February 8-10, the committees are hard at work planning the best conference ever. At this time we have main speakers—Shelley Harwayne, David Whitman, and Vera Goodman—and we are trying to arrange for Bev Bos to come for a return engagement. Bev was popular in 1993 and the large Manitoba group that went to Regina last October to hear her were thrilled and have asked if we could possibly arrange for her to come back. If anyone has ideas for sponsors or entertainment during the conference, or would like to help on one of the committees, we would love your input.
Spring is a busy time in Manitoba. The presentation of the "Friends of CAYC" award to Dr. Imogene McIntyre and the Spring Program are in the works. CAYC Manitoba is once again a proud sponsor of the Winnipeg International Children's Festival, June 5-8, 1997. The entertainment and activities were phenomenal last year, so drop in if you get the chance. Thank you to those who have donated books to our bookbags for teen parents. A number of requests for workshops have been received.

The importance of CAYC's voice for young children has become even more apparent lately. With all the funding cuts to schools, daycares, and programs, it is even more imperative that children have a voice that can be heard so that their issues are kept in the forefront. Working together with other groups will strengthen the message that we send. If you have a local issue that you feel is important to be addressed, or if you would like to help in some way, please do not hesitate to contact me at (204) 831-1658. A reminder that this fall,nominations will be accepted for the position of director and for the Manitoba executive. If you or someone you know would be interested in one of these positions, please contact me.

Thank you again to all our members who work so hard!

Ontario
Peni Patrick-McArthur

I cannot believe that it is time again for Inside CAYC. This must mean that spring is just around the corner and another journal is about to be published.

I would like to take this opportunity to thank CAYC Saskatchewan and Darlene Dixon for the great hospitality. Presenting a workshop at the "Through the Eyes of a Child" conference in October 1996 was a pleasure. The participants in the workshop made me feel welcome and very much appreciated. A heartfelt thanks to all.

Our fall event (actually held in November in Toronto) was well attended. Dr. Jennifer Hardacre presented her slides from her visit to Reggio Emilia, Italy. Her presentation was most informative and it certainly revealed to us just how early childhood is celebrated in northern Italy. It was very clear to me that early childhood is deemed to be a critical and very important time in a person's life. The resources made available to provide high quality materials, space, and personnel reflected the high priority given to early childhood education. Our present provincial government has a lot to learn from this village in northern Italy.
CAYC is busy planning our next event which will take place in the spring. Our focus will be on young children and the arts. Please be on the lookout for more information. We have welcomed four members to our planning committee and would be happy to welcome more. If you are interested in helping out, please call me at (416) 694-6950 or fax me at (416) 694-9328.

Québec
Carol Jonas

Monthly meetings have been held since September with much of our time spent discussing conferences, past and future. Our successful autumn conference once again enabled us to make donations to the Montréal Children's Library, an urban city school and other worthwhile causes.

Plans are underway for our annual autumn conference. This year, "Celebrating All Young Children" is the name chosen for the conference and we are honoured to have Dr. Rebecca New of the University of New Hampshire as morning keynote speaker and Marie Louise Gay, children's author, as afternoon keynote. The conference will take place at Concordia University, on Saturday, October 4, 1997.

I have taken on the added responsibility of Publications Chair. If you have an article you wish to have published, please call me at (514) 684-1369 or write directly to Sue Fraser in Vancouver. Also, if you know of anyone who might want to advertise, put them in touch with Sue or me.

A major cause of conflict is that, as human beings, we have a basic need to be recognized and accepted." I leave you with this thought—are we celebrating ALL the young children we work with, thereby fostering peace?
Beginning in September 1997, the Quebec Minister of Education has instructed school boards to offer government sponsored, full day kindergarten.

New Brunswick
Mollie Fry

Darlene Dixon has asked me to introduce myself as the new Provincial Director for New Brunswick. My name is Mollie Fry and I live just outside Fredericton, right

on the glorious Saint John River. I'm retired and loving it! I trained as a Froebel teacher in London, England a long time ago - nearly half a century, if I have to tell. Actually, I'm quite proud to tell, because that philosophy is as valid today as it was them. We read Alice Yardley. Alice, who is also as valid today, and who only recently finished travelling the world and inspiring teachers of young children wherever she went. I have lived with my family in Canada since 1963. I taught private kindergarten, and the practicum at the University of New Brunswick, and have been a primary consultant at the Department of Education. Together with a colleague and committee, I helped to create a curriculum document for the new provincial kindergarten program. Currently I volunteer in primary schools because I find it hard to keep away!

New Brunswick kindergarten is now in its sixth year. Play-based, it has found favour with most, but some of the Grade One teachers are still uncomfortable. Because of this and the current climate in education, we feel a need to protect the program. Therefore, the curriculum is now under revision to strengthen the philosophy and teaching practices and we hope to have it finished soon. The minister recently circulated a questionnaire on aspects of public education, in which parents were asked, "Should kindergarten be more academic?" It is my understanding that a significant number of responses said, "Leave it alone; it is academic." That's encouraging, isn't it.

Nova Scotia
Elnor Thompson

On September 24, 1996, we called a meeting for CAYC in Truro at the Cobequid Education Centre. One of our objectives, which we met, was to elect an executive for our group in Nova Scotia. Our chair is Brenda Putnam and our Secretary-Treasurer is Lori Doyle. We also discussed increasing awareness of CAYC. We decided to join the Child Care Awareness Rally that will be held in Truro in late June 1997. This rally will include many early childhood groups in the central area of Nova Scotia. It will include children from groups in Truro and vicinity as well as teachers and caregivers. I have promised to have a supply of membership forms, newsletters, journals, etc., to distribute.

Our Truro meeting certainly showed a very positive attitude toward CAYC. We briefly discussed corporate sponsorship for CAYC but were somewhat dubious about that. Although we discussed ways to raise some funds for CAYC, nothing definite was decided. At this time, our travels in Nova Scotia, our phone calls, etc., are our only donations to CAYC.

It was of great interest to hear at our CAYC Board meetings in Regina in October that Peni Patrick-McArthur and Una Villiers are willing to take on the project of doing a history of CAYC. To that end, at a meeting of ten of our CAYC members in Truro on January 31st, we made plans for Connie Miller to get her the materials regarding the history of CAYC that, over the years, Dr. Jane Norman and she have accumulated. Connie will send these on to Peni.

At our meeting in January, we also made further plans for taking part in the Child Care Awareness Days in June and August in Truro.

It was suggested that perhaps CAYC brochures and journals could be left with Centres visited by Institute staff doing practicum supervision in these centres thus raising awareness of our association and encouraging membership development.

With the financial help offered by our National CAYC, we hope to gain more awareness of CAYC and thus have a larger membership to participate in reaching our goals in the education and welfare of young children.

Newfoundland
Wayne Eastman

When approached shortly before Christmas to serve as the Provincial Director for Newfoundland and Labrador, I was delighted to be a part of the CAYC Board of Directors. Since I am the "new kid on the block," I will briefly introduce myself. I have been an educator at both the pre-school and primary/elementary levels of education for the past 15 years. I am currently the coordinator of a two-year Early Childhood Education Program at Westviking College of Applied Arts and Technology.

Obviously, when one accepts the position of provincial director, there are certain goals that come to mind. The most immediate concerns are to increase membership as well as develop a higher CAYC profile within Newfoundland and Labrador. These and other issues will be addressed in the near future.

For those who may wish to contact me, my address is:

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e-mail: weastman@westvikingc.nf.ca.

Thank you to Carol Ebner for all her work as publications chair. It was a pleasure to work with Carol and it is thanks to her vision, energy and enthusiasm that Canadian Children developed into the Journal that it is today. *Sue Fraser*

A GROWING EXPERIENCE: PARENTAL INVOLVEMENT IN A PRIMARY CLASSROOM GARDENING PROJECT

Winifred Fulton. Mother, Coles Island School, N.B.
Marilyn Graham. Teacher, Coles Island School, N.B.

Written in two voices, a mother's and a primary school teacher's, this story is about the attempt to strengthen connections between home and schooled literacies, in part, by involving the mother in the classroom. The authors demonstrate, through their accounts of a gardening project they did with a multi-age primary class, how making home-school connections can promote caring and growth in the entire classroom community.

The writers are collaborators in the NB Maternal Literacies Research Project, a two year collaborative action research project funded by Social Sciences and Humanities Research Council. This project attempts to strengthen the connection between home and schooled literacies, acknowledge mothers as children's first literacy teachers and demonstrate the value of including home literacies in the school curriculum. The authors wish to thank their collaborators in the New Brunswick Maternal Literacies project, Frankie Blake, Peter Gorham, Janet Kershaw, Midge Leavitt, Joanne McCullough, Pam Nason and Lissa Paul, for their invaluable contributions.

The Parent's Story

If someone said to you, "It was a growing experience for me," what would you think? What picture would this evoke in your mind? Maybe you would think that they had grown intellectually, socially, or even physically. Well, I must tell you. I have had a growing experience. As a result, I have come to realize, just how valuable a contribution, I, a mother, can make to the classroom.

It all began when a teacher, Marilyn, asked if I had any experience making window boxes. She knew that I was interested in helping out in the classroom, if I could. I told her that I had never made window boxes before, but that I was an avid gardener. I loved to work in my vegetable garden and also at my flower beds. If she was interested, I'd be glad to come in to work with the children. Planting seeds and starting a flower garden.

I referred to the place just outside the patio doors as being a great spot for a flower bed. The patio doors were just behind the steps where the children sit when they need to be in groups. They sit in groups for show and tell and when there is a class discussion and at story time. They would be able to look right out and see their plants once they were set out.

I told Marilyn about my own garden at home, which I literally had had to build. There was no ground suitable for a garden spot when I bought my property. The ground was a solid rock bed. I wanted a garden so bad, that I bagged up rotted manure in feed sacks at my parents farm each time I was there, and brought it home. I ended up with one of the best gardens I have ever had.

I was willing to dig up the ground for a flower bed outside. I would also bring some of the manure if Marilyn wanted me too. Although we didn't make definite plans we did leave it as something we would do, probably in late February or early March because it was so much easier to dig from the manure pile in the fall rather than the early spring. I got two of my boys, the two who would be in that classroom for this project, to fill two sacks, which I stored in the feed shed until we would need them in the spring.

In February, Marilyn and I discussed briefly when we should begin our gardening plans. I went scouting for flower seeds that would be suitable for a fairly long indoor start. I came up with a selection. This enabled the children to have a choice. Lavetera, a garden Geranium with pretty pink blossoms on a two foot plant. Calandula, large orange and yellow blossoms on stems about one and a half foot in height. Asters, similar to calandula but with a different range of color. The list goes on, Matricia, Garden Mix, and Zinnia. I also bought a package of Marigold seeds just in case some one's plants didn't do really well. I knew that Marigolds grow very quickly and could be planted later if we did have such a misfortune.

On March 21st, I entered the classroom. Potting soil, mini greenhouses, and packets of seeds were my material for the day. The children were as excited as I was. We were about to begin our growing experience.

Marilyn and I divided the class into three small group. Eight students to a group. I would work with one group and then another in turn until they all had had their chance to pick which seeds they wanted and to plant them. The children dug right in, putting soil into the trays and adding seeds and water. We talked about the fact that seeds need water and warmth to sprout and how nice it would be to see our plants grow. As the window ledge was really wide it was great for setting our greenhouses on. I cautioned the children about knocking them off and they all agreed to be extra careful around our plants.

Within days the seeds were starting to sprout. What a sight to see! When I would enter the classroom the children would all be so excited. "Come see mine," "Look at this one," "They're growing!" It was so nice to see how interested the kids were in what we were doing.

Then in April misfortune struck. It was the long weekend and we had a severe drop in temperatures: unexpected this late in the season and coming at a time when neither the teacher nor I would be around to check on our precious plants. One of the greenhouses was left on the window-sill just over the heater. With the heaters working overtime to compensate for the freezing temperatures outside, the poor plants, for lack of a

better term, "Fried." We replanted those we couldn't revive with the Marigolds I had brought just in case something like this happened. I couldn't bear the thought of some of the children being disappointed. I remember one little girl in particular. Her plant was one in the tray next to the heater. Although it had survived, it looked quite sickly to me. But to her it was the best of them all. She showed me her science journal where she had written her observations about her plant. She described the leaves of her plant as beautiful, "one is very large, the other is very small," she wrote. I was really thrilled to get a glimpse af what these plants looked like through the eyes of this little girl.

The Marigolds, in turn, thrived as well as most of the other plants had. The plants were growing so quickly that we realized we would have to repot them. This turned out to be very interesting. The children got to see the root system as we removed the plants from their small pots to be put into the bigger containers which the children had brought in from home.

When we did the repotting I took the sacks of manure that we had stored, in the fall, to use. I dug the flowerbed outside just to the right and left of the patio windows, making it as equal as possible on both sides. I removed as many rocks as I could find and enriched the soil with the remaining one and a half sacks of manure.

As our plants continued to grow, we started to notice a difference in them. Those that were planted in deeper containers, such as ice cream comes in, seemed to be growing at a faster rate than those in shorter containers, like margarine tubs. There were containers that had clear plastic and the roots could be easily seen in these. We came to the conclusion that the deeper containers provided more room for the roots to expand and grow, thus enabling them to extract more nutrients from the soil.

The children had labelled their plants with the names that had been printed on the seed packets. They were now seeing that some of the plants labelled as Garden Mix were the same as others that had the actual names of the variety, for example, Calandula and Asters. Out of the package of Garden Mix we also got some very different plants than what we expected. Some I was able to recognize from previous experience and some were even new to me. Among the unexpected, were Carnations and Bachelor Buttons and one really different plant that I am still not sure I have identified correctly. The closest I can come to is that it is an Amaranthus, which can grow in two colors. If this is our plant the color is named Pigmy Torch. It might be interesting to get some Amaranthus, Pigmy Torch seed and see if it would grow plants like ours.

On June 5th we began to set our plants out into our flower beds. While we were doing this the children and I discussed why it was important to arrange the plants appropriately in the flower bed itself. It didn't take long for them to realize that the taller plants needed to be at the back of the flower bed. They came up with two very good reasons for this. First, was the fact that the plants all needed the sun to help them grow and they didn't want the smaller ones deprived of this. One boy decided that if we put the larger plants in the front, then we would not be able to see the smaller ones at the back. And it was important to be able to view all our plants. The rest of the children readily agreed with this undisputable fact.

Because so many plants had survived we had plenty to fill each bed with lots left over. The children were able to take home two plants each.

When school started up again in late August the plants were all blooming beautifully. It had been a very successful project.

Throughout this growing experience I have discovered that I enjoy working with children very much and look forward to doing it again. It was a very rewarding experience to see the enthusiasm with which they can become absorbed in something. I have been enriched personally by being involved with my children's classroom and I firmly believe that all the students including my own children have in turn also been enriched by me.

Definitely a growing experience!

The Teacher's Story

Asking Winifred to develop a "growing experience" with my Grade two-three classroom alleviated a lot of problems for me. Any attempt I have made at home gardening was done with close supervision from a friend or a mother-in-law. I can't even remember to water my house plants regularly. I had had no experience at home as a child and had never taken the initiative to foster this expertise as an adult. Winifred had developed a knowledge of gardening and was eager to share it with the children in the classroom.

Furthermore Winifred had had the benefit of working with her own four boys providing her with some insights into children's activities. She had also spent much time previously in her sons' classrooms, furnishing both her and me with indications of how things would be. Although I did find it somewhat disconcerting when Winifred responded to my statement about getting together to plan a particular planting day with "Do we have to plan it?" we both were secure enough in each other's capabilities to be flexible enough to proceed. Even though this was in contrast to the detailed planning of another parent who had previously successfully developed a different maternal literacy in the classroom, it worked. Her own experiences led her into directing the activities appropriately to age levels and abilities as well as interests.

Historically gardens have been recognized as playing a key role in education, particularly rural education. Hamilton, the Provincial Supervisor of Gardens for New Brunswick wrote in his 1908 pamphlet Gardens for New Brunswick Schools that "the aim of the garden included the stimulating of interest in rural life, ... bring(ing) the life and the interests of the school more closely in touch with the home life of the pupils, (and) providing opportunities for nature observation and understanding the environment." All of these objectives are desirable goals for today's curriculum. Not only does gardening offer scientific experiences for children but it also provides many opportunities for development in other areas of the curriculum. Hamilton realized the potential of gardens in the curriculum when he urged that "a mathematics lesson on determining areas is much more easily learned if based on working out the area of a student's actual garden plot; a garden diary or series of

reports provides a vehicle for teaching English composition; the garden's educational possibilities would be limited only by the imagination of the teacher." Hamilton was a very progressive educator regardless of the era!

Looking back over the plant project it was extremely rewarding to observe the enthusiasm and interest of both parent and children. With Winifred coming in regularly to check on both the care and progress of the plants the students soon developed a caring attitude towards their seedlings. Some of the plants took on personalities through journal writing. Ben's plants were named Furry Murry who was "furry and cute and tall," Lora Lavitera who was "beautiful and loves to sing," and Tootsie Roll who had "large leaves and is beautiful and she's tall." One little girl, Cassandra, showed her concern for her plant when she wrote "My plant looks like it's growing hair. But it's white... maybe old... I hope not." Winifred in turn had taken steps to ensure against the bitter disappointment some of the children might have experienced when their "poor plants fried." Interest, excitement and love continued through the repotting and the setting out of the plants into our newly established garden plot. In spite of our absence during the summer and workmen setting up scaffolding in the midst of the flowering garden it flourished. No doubt this was due to the love, care and excellent start modelled by a parent who knew exactly what she was doing and who was able to transmit her knowledge into a successful experience for the students - a feat that I could not have accomplished.

Making home-school connections was a natural phenomenum in this project. Children who had had gardening experiences at home freely related them to others. Stories abounded concerning things that had happened at home. During interviews the children talked casually of gardening at home making references to humorous incidents or their own role in home gardening. Katie told of planting some flowers in Nanny's garden and how she helps a lot because "I love getting my hands dirty. I like it because it can make the world prettier." Josh told that "we haven't planted this year yet. We had corn and crows came and ate it. Daddy hates crows." Cassandra explains that "if there are big worms and fat worms it means your soil is really, really good. Because the worms take the bugs and some bugs help. Ladybugs help your tomatoes." Sasha related how she and Wayne work together to get the garden ready and how a trap "was set for the skunk. Wayne shot it and the whole garden stunk!" Children easily make these home-school links heightening the school experience and making "school" more meaningful to them. As Hamilton stated in his pamphlet, it "brings the life and the interests of the school more closely in touch with the home life of the pupil." For those students who do not participate in gardening at home, for example, my own children, this project provided a new adventure and life-skill to explore and possibly to begin as a home activity. Since this is a rural area gardening is pertinent to this community.

In days gone by the importance of including gardening in the curriculum was readily recognized. A 1909 document about Rural Science School, Truro, states; "Not only should education have relation to the life which the pupil is to live, but it should in a measure, grow out of the life he is now living. That is, the child's experience should be used in it's education." (from the Educational Review, 1909 p. 283) Accepting this premise means incorporating home activities as integral parts of curriculum whether it be gardening, quilt-making, cooking, or forestry. Since it is impossible for one teacher to be an expert in all these fields it is critical that the provincial curriculum support the opportunity for parents to develop their area of expertise in the classroom. My class would not have developed such an exuberant, caring outlook on gardening and a growing knowledge of plants without Winifred's guidance. I would not have understood Winifred's role in its historical and feminist context had it not been for my involvement in the New Brunswick Maternal Literacies Research project and particularly my connection with the project's research assistant Janet Kershaw. It was truly a growing experience for everyone concerned.

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LUCIE

The Preparation of Early Childhood Educators in Three Canadian Areas of Immigrant Influx: Diversity Issues

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Abstract

In a recent ten year-period, over 20,000 visible minority immigrant children arrived in Canada each year. Yet there is evidence that many early childhood education graduates feel unprepared to work with culturally, racially and linguistically diverse populations. This study investigated a) the responses of 78 university and community college faculty -- each in 78 different institutions offering early childhood education programs -- to the increasing diversity in children and families attending child care centres. The institutions were in the provinces of British Columbia, Ontario, and Quebec; and b) responses from graduates (N = 199) at 77 randomly selected child care centres in Vancouver, Toronto, and Montreal, with respect to their preparation, especially regarding diversity issues. According to specific criteria (based on Hickling-Hudson & McMeniman, 1993), evidence for the responsiveness of teacher education to diversity was evaluated. The following conclusions are suggested based on the perceptions of those interviewed: Faculty members believed that the majority of their students were not well prepared to work with culturally, linguistically, and racially diverse populations. Overall, graduates did not feel well prepared to work with diverse populations upon graduation. Recommendations for improvements are included. The concept of "infusion" requires further examination to find ways of supporting faculty in applying world views and frameworks which are hospitable to diversity.

Every four to five years over a million new immigrants arrive in Canada, and more than half of them are destined for Toronto, Montreal, and Vancouver (Citizenship & Immigration Canada, 1993, 1994, 1995). Although this rate of influx has remained stable for decades, what has altered significantly is the racial, linguistic, and ethno-cultural diversity of the immigrants (Census of Canada, 1991). In 1991, visible minority persons represented about 12 per cent of the Canadian population, a substantial increase over 1981 proportions. Most recently (1988-1991), approximately 20,000 visible minority children are arriving in Canada each year. Racial and cultural biases of the larger society can create special difficulties for immigrants of non-Caucasian background (Canadian Task Force of Mental Health Issues Affecting Immigrants and Refugees, 1988). Teachers of young children can be a positive force in facilitating the family's adaptation process and in helping to cushion the resettlement period. Their degree of preparation hence becomes a critical issue. The focus of the present paper is on preparing teachers to work with children up to age six, young persons within the domain of early childhood education (ECE).

In the last decade, the desirability of anti-bias elements in teacher preparation programs has been stressed by several researchers. The success and penetration of anti-racist and anti-bias programs in teacher education was reviewed in Verma (1993) for Australia, South Africa, United Kingdom, United States, and Canada. In the U.S., Zeichner and Hoeft (forthcoming) surveyed the status of teacher education for diverse settings and concluded there is little evidence for the efficacy of present approaches. In the U.S., Grant and Secada (1990) reviewed sixteen studies of pre-service teacher education programs and six of in-service education. They found none of the studies involved curriculum and instruction practices which taught students "to develop and teach social action and empowerment skills throughout their pre-service experience" (p. 412).

In Canada, researchers have been critical of teacher education programs and have, in general, concluded that teachers often feel at a loss in an educational situation for which they are not trained. Yet few of these studies actually have investigated the specific areas in which unpreparedness or the perception of it, exists. One is left questioning why particular programs are working or not working, at least according to the views of those involved. Masemann and Mock found that "generally speaking there is a lack of well-entrenched [teacher education] programs" (1986, p. 9). They reported many cases where students graduate without ever encountering multicultural concepts in their teacher training. Similarly Goddard (1995) surveyed 450 teachers in Western Canada and found them to be unprepared for working with diverse student populations. In studying efforts to reform Canadian teacher education, Orlikow and Young (1993) concluded,

> the variety of different approaches that can be documented within Canadian faculties of education should not be mistaken as an indication of any widespread recognition of the importance of culture and 'race'/racism to the task of preparing Canadian teachers. On the contrary, it is questionable whether the majority of faculties of education could justify a location other than that of 'ethnocentric captivity'. (p77).

There have been, of course, some exemplary

efforts within particular teacher education programs. For example, the University of Saskatchewan (1991) approved a required equity strand in a variety of core and compulsory teacher-education courses. Further, several influential publications have provided tools for North American ECE faculty to change the way courses have been taught (Chud & Fahlman, 1985, 1995; Derman-Sparks et al., 1989; Gonzalez-Mena, 1993).

The Canadian Child Care Federation issued a draft report on post-secondary education issues (1991) and identified cultural diversity as a key aspect of quality training: "The theme of cultural diversity serves as a cornerstone for the growth and development of quality training in the field" (p.11). The field of child care includes both pre- and early primary care as well as later education. In the field of ECE, a number of researchers have called for increased diversity content in programs (e.g., Bernhard, 1992; Goelman, 1992; Lefebvre, 1990; McLeod, 1984; Mock, 1985, 1990). Nonetheless, a search for articles and reports in the main databases revealed no overall surveys of the implementation of diversity content in Canadian ECE programs. Clearly educators and planners require more information from the professionals involved about how programs are working. The present study arose out of this need.

Scope of the Project

The project described in this paper is part of a larger, three-year study that involved families, ECE graduates, and faculty at ECE professional training programs in British Columbia, Ontario, and Quebec, the provinces of major immigrant influx. In this paper, we specifically focus on the results of the study that concern ECE faculty and graduates with respect to diversity training. Findings for the other components are reported in Bernhard, Lefebvre, Chud & Lange (1995, 1996), and in Bernhard, Lefebvre, Murphy Kilbride, Chud, & Lange (In press).

In this paper, the following set of criteria are used to evaluate the responsiveness of Canadian ECE teacher education to diversity:

1. ECE courses should include content that incorporates world views that differ from the prevailing ethnocentric framework.
2. ECE professionals demonstrate a respectful, non-biased, collaborative and empowering approach to working with parents and familie. This requires that ECE professionals develop an understanding of parents' culture, language, concerns and the inclusion of practical experience in working with parents;
3. ECE students encounter multicultural approaches in both theoretical and practical program components. This approach introduces students to the principles of multicultural education as well as providing them with information and contact with those from other groups.
4. Diversity issues are addressed in ECE core (compulsory) as well as elective subjects in all Early Childhood Education certificate, diploma, and/or degree programs; cumulative courses are developed in which education for cultural diversity is integrated sequentially across each year of the programme.

(Adapted from Hickling-Hudson and McMeniman, 1993).

In the larger study, to gain a deeper understanding of the problem, we investigated data from multiple sources. This allowed patterns and counter-patterns to emerge and provided a basis for converging interpretations. With group-specific methodologies, we drew upon three data sources (graduates, parents and ECE faculty). The methodologies, for faculty and graduates, were designed to assure generalizability in the Canadian context. The specific research questions adressed to faculty and ECE graduates are as follows:

A. What is the extent and nature of curricula components addressing linguistic, racial, and cultural diversity in ECE programs?

B. In the view of faculty and graduates, how effective are these components in preparing students to address linguistic, racial, and cultural diversity in ECE programs?

Method

Faculty interviews. No selection was made among institutions: we contacted all 85 accredited colleges and universities in British Columbia, Ontario and Quebec offering an ECE diploma or degree. One contact person, essentially a volunteer, was selected at each of 78 institutions on the following basis: in many cases we had names of people from existing lists of faculty who had attended special development courses; where we lacked such a nomination, we arrived at one in consultation with the director of the program. Although the sample must be considered as non-random and partially self-selected, it is worth stressing that the respondents stated that they had shown sustained interest in developing programs in their institutions. This view was also shared by some of their colleagues with whom we spoke. The 78 faculty members involved in preparing ECE teachers at their colleges and universities were asked, by phone, according to a standard protocal, about problems, areas of success and about any difficulties that had arisen. The interviews lasted about 30 minutes and explored; restructuring and revising of courses to account for diversity; identifying courses with the most and least significant diversity content; and preparedness of ECE graduates to work with linguistic, racial, and cultural diversity in ECE programs. During these interviews, the interviewers made notes including direct quotes (hereafter cited in italics). The overall goal was to assess the extent and quality of education for diversity in the opinion of the faculty interviewed.

Graduate interviews. We interviewed 77 supervisors and 199 graduates at 77 randomly selected, group, child care centers in Toronto, Montreal, and Vancouver. From the provincial governments, we secured listings of child care centres considered eligible for hundreds of centres named, 77 were chosen randomly from the lists provided. Supervisors were interviewed by phone in a fifteen -minute conversation and graduates in person in a one-hour interview. All interviews were conducted according to a standard protocol delimiting areas and experiences of preparedness for diversity. The interviewers took notes including actual quotations (hereafter cited in italics).

Limitations

The faculty interviewed were often, in effect, self-selected, therefore, no inferences can be made about how many other faculty may have shared similar views Faculty commitment to diversity evident in most of those interviewed, might cause them to be either over-optimistic about successes, or unduly harsh with the perceived lack of enthusiasm in colleagues. There was no plan to observe faculty in their classrooms, so there is no direct evidence about what was communicated there. Graduates were asked to evaluate their own training and practice. The possibility of bias in faculty self selection and in graduate self assessment cannot be discounted. There were no plans for direct observations of children in programs. So there would be no basis to infer how self-perceived preparation or lack of it might affect children.

Table 1

Data for Institutions of Interviewed Faculty

	Ontario N=26[1]	B.C N=22	Quebec N=30	Total N=78(per cent)[2]
Institutional location [3]				
Within Metropolitan area	4	8	517	17(22%)
Outside Metropolitan area	22	14	25	61 78%)
Length of program				
6-12 months	1	12	9	22 (28%)
13-24 months	22	8	1	31 (40%)
More than 2 years	3	2	20	25 (32%)

1 This refers to the number of individuals interviewed. Each of these was at a different institution.
2. Degree, Diploma, or certificate programs are not distinguished in this analysis due to provincial variations of labeling
3. Percent of total number of individuals.

Results

Description of Sample

Faculty characteristics. As stated, phone calls were placed to 85 institutions offering ECE programs in the three provinces. After numerous follow-up calls, we were successful in conducting 78 individual interviews, a high response rate. Data for the 78 colleges and universities represented are summarized in Table 1 In general, respondents were eager to participate in the study and gave generously of their time. The faculty members had varying degrees of experience in their current positions. One-third had been at their position since before 1987, one-third since between 1987 and 1990, and the remaining third since 1990. The majority of the instructors were designers of multicultural and diversity course content in their colleges and universities and did not generally state that they were of minority background. They were not asked about background for reasons of tact. The respondents were often, in the opinion of our contact persons, the people *most familiar* with diversity issues in their institutions and sympathetic to the goals of the present project. On the other hand, it could be argued that a possible source of bias arose from the fact that these faculty were highly invested in a particular approach to diversity.

Graduate characteristics. About 30 per cent of respondents were very experienced graduates and had been in the field for over ten years. About sixteen per cent had been in the field between seven and ten years, and the majority (54 per cent) had been in the field for less than seven years. Most of the graduates had attended colleges and universities within their own province. Although the centres were randomly selected, the majority of participants in this study had graduated from ECE programs in the last five years (after 1987).

Table 2

Faculty Report on Early Education Courses[4] with Most Significant Diversity Content by Province

Course area	Ontario N=26	B.C. N=22	Quebec N=30	Total N=78 (per cent)[5]
Curriculum	20	16	8	44 (56%)
Families/Interpersonal	16	17	0	33 (42%)
Foundations	6	6	14	26 (33%)
Practicum	6	3	2	22 (28%)
Human Development	9	5	5	16 (21%)
Health & Safety	2	2	4	8 (10%)
Administration	3	0	0	3 (4%)

4. Faculty could each nominate up to three courses
5. Per cent of all faculty who nominate a given course

Restructuring and Revision of Courses to Account for Diversity

Faculty views of diversity in ECE course content. Some of the programs surveyed had a special course relating to diversity (20 per cent; 13 per cent in Ontario, 1 per cent in B.C., 2 per cent in Quebec). Of the sixteen courses specifically devoted to diversity issues that were offered at different institutions, twelve (75 per cent) were mandatory for all students enrolled in the program. One of these mandatory courses was in Quebec, and the rest were in Ontario. The majority of respondents said diversity was being addressed in various courses throughout the curriculum. Often our respondents talked of 'infusion', and this term, in our common understanding, meant that diversity issues would be addressed throughout courses and programs without being allocated to special units or courses. We specifically asked participants about how diversity issues were included in the three courses which in their view had the most significant diversity content, and their responses are summarized in Table 2

Generally, the respondents taught at least some of these courses and had no

difficulty in answering this question. The courses reported to contain the greatest amount of diversity content were Curriculum, Families and Interpersonal Communication, and Foundations (i.e., Principles of ECE; History and Philosophy of ECE).

Some limitations apply to the above data. These data do not provide evidence regarding the amount of diversity content in particular courses, nor, for each course did we determine whether diversity issues were infused throughout the course or constituted a distinct unit. Also, we have no indication as to the effectiveness of the course in preparing students to work effectively with diverse populations.

The incorporation of diversity content -- whether by infusion or not -- into courses was, in most cases, left up to the judgment of individual faculty members. We did not hear of a mechanism for ensuring that the content was covered regardless of who was teaching the course. We did not ask specifically about issues of second language learners. This topic might have been covered in a variety of courses including Cognitive Development and Language Development.

Faculty respondents were also asked to name the three courses they believed included the *least* diversity content. This was a difficult question for respondents since in most cases they did not teach these "other" courses and generally were basing their answers on what they had heard. Generally, respondents told us they interpreted this question as asking them to identify courses less related to diversity or courses where inclusion of diversity issues was important but, to the best of their knowledge, had not yet been achieved. See the responses in Table 3 below.

The courses of least reported diversity content were Human Development, Administration, Practicum, and Health and Safety. Respondents believed there was not sufficient information available to integrate diversity information into many of these courses.

Graduates' views of diversity issues in ECE courses. Tables 4 and 5 below present summaries of what the 199 graduates viewed as the most helpful parts of ECE programs.

There appear to be differences between cities in the value attached to the practicum experience. Further, those who had graduated after 1987 were significantly more likely to cite the observation of diverse parents as one of the most useful components of their practicum experience. It is important to note that 122 respondents (61%) did not recall the practicum advisor ever discussing issues of diversity. Over one quarter did remember discussing diversity topics with the practicum supervisor. The more recent graduates in the study (after 1987) were most likely to recall diversity issues discussed in practicum seminars ($p > .05$).

Views on Preparedness for Diversity

Faculty views on student preparedness for diversity. Faculty members believed that the majority of their students were not well prepared to work with culturally, linguistically, and racially diverse populations.

Some days I feel better about what I'm doing and other times it's so frustrating. Students come in with lots of biases and when they leave, the knowledge is there but the practical experience isn't. They're in tune with the fact that they need to learn more about families and cultures. Many learn what to say to pass the course but it doesn't really register. It's like they don't really believe it.

This statement draws attention to the problem of student attitudes. We know very little about the effect of programs in counteracting biased attitudes. In the three provinces considered together, almost fifty per cent of faculty believed their students, in general, were not adequately prepared to work with diverse populations. The situation is slightly better for institutions within metropolitan areas: Twenty nine per cent feel students are well prepared as compared with only sixteen per cent in colleges outside of metropolitan areas. The greatest obstacles to improved preparation of graduates for working with diverse populations were said to be related to working or teaching conditions. Issues included the openness of administration, openness of other faculty, lack of time for faculty to plan and reflect, and the brevity of the training programs.

This is a community where there are many biases and there is not enough time to give students the strength and conviction. I can't make people want to learn awareness.

A significant number of faculty expressed the need for ongoing professional development in their areas of expertise. Some faculty also said they could not speak freely about diversity

Table 3

Faculty Report on Early Education Courses[6] with Least Significant Diversity Content by Province

Course Area	Ontario N=26	B.C. N=22	Quebec N=30	Total N=78 (per cent)[7]
Human Development	11	5	5	21 (27 %)
Administration	7	3	3	13 (17 %)
Practicum	9	3	0	12 (15 %)
Health & Safety	4	6	2	12 (15 %)

6. Faculty could each nominate up to three courses
7. Per cent of all faculty who nominate a given course

Table 4

Graduates' Views of Most Helpful Diversity-Oriented Pre-service Components[8] of Training by Province

Areas	Toronto N= 94	Vancouver N= 39	Montreal N= 66	Total N= 199
	%[9]	%	%	%[10]
Dealing with racism	75	46	59	64
Child development	66	36	47	54
Curriculum development	52	46	15	39
Family/community resources	41	38	33	38
Practicum experiences	26	26	27	26
Study of own culture	19	13	18	18
Second language learning	15	10	6	11

8. Each graduate could nominate several components.
9. Per cent of individuals mentioning component in a given city.
10. Per cent of all individuals (three cities) mentioning component.

Table 5

Graduates' Views of Most Helpful Diversity Topics[11] Addressed in Practicum Courses

Areas	Toronto N= 94	Vancouver N= 39	Montreal N= 66	Total N= 199
	%[12]	%	%	%[13]
Work with diverse children	52	31	47	46
Observe diverse parents	33	15	34	30
Positive teacher models	22	31	12	21
Discussions in seminar	27	28	30	28
Nothing helpful	27	31	2	19

11. Each graduate could nominate several components.
12. Per cent of individuals mentioning component in a given city.
13. Per cent of all individuals (three cities) mentioning component.

among their colleagues for fear they would be dismissed as being obsessed with the topic. A concern was expressed by some faculty members about a lack of consensus between the faculty and laboratory school staff regarding the importance of diversity content

We don't see much implementation of diversity in our lab school. The staff don't know to whom they are accountable and feel threatened if told what to do. They feel that since the children are not diverse, they don't know why this is an issue at all. They see this as an additional task and this resistance is not conducive to new ideas.

Some faculty expressed concern about the low level of anti-bias orientation in field sites so that what students learn in the classroom is unrelated to the reality of their practicum experiences.

The staff at the community centres are totally untrained. They see only superficial signs but don't really understand the issues at hand. For example in one centre there are two Moslem children and they just pull the ham out of the sandwich and that's it. To remember these food restrictions they put the kids' names on the allergy list. To me, medicalizing religious practices is not a good example for the students but for some reason we keep using that centre. I guess it's just convenient since it is so close to the college.

The lack of collaboration with families and the community was seen as an obstacle to their efforts.

How can we incorporate what the parents are looking for into our programs? Sometimes I wonder if we are not imposing on them since we don't know how much of their culture they want to preserve

Table 6

Graduates' Reported Feelings of Preparedness for Diversity upon Graduation by Province and by Year of Graduation

By City	Toronto N= 94	Vancouver N= 39	Montreal N= 66	Total N= 199
Extent				
Well/very well	27 (29%)	16 (41%)	23 (35%)	66 (33%)
Adequately	31 (33%)	13 (33%)	23 (35%)	67 (34 %)
Slightly/Not at all	36 (38%)	10 (26%)	20 (12%)	86 (33%)

By Period When Graduation Occurred	1988-1994 N= 110	1982-1987 N= 43	before 1982 N= 46
Extent			
Well/very well	41%	35%	13%*
Adequately	30%	30%	22%
Slightly/Not at all	28%	35%	65%*

Graduates' views of preparedness. Graduates were asked to remember their own pre-service training and recall the components that were most helpful in working with diverse families. In general, we sought to learn how well, in their opinions, they felt prepared -- through courses and practica -- for diverse clientele. Overall, graduates did not feel well prepared to work with diverse populations upon graduation. In the analysis performed by year of graduation, however, it became clear that those graduating after 1987 felt significantly better prepared.

Discussion

To assess the current state of ECE programs' responsiveness to cultural and linguistic diversity, we used the revised version of the criteria of Hickling-Hudson and McMeniman (1993) given earlier. Such an assessment indicates a number of areas in which ECE teacher training could be improved; our findings for the present respondents indicate frequent perceptions of unpreparedness with respect to diversity. The likely existence of such difficulties is consistent with reports of earlier investigators (e.g., Goddard, 1995).

While the discussion will focus on ways in which professors or graduates felt regarding preparation for diversity, we have no comparative data so we do not know how this compared to their feelings about preparedness in other areas. Perceptions

and feelings about diversity are hereafter discussed in their own terms, although it is likely -- even desirable -- that our preliminary evaluations are tinged by exposure to data in the larger study. For particular areas there are a number of specific recommendations in the discussion.

Frameworks which Honour Diversity

Criterion 1 stated that frameworks should accommodate and facilitate the introduction of diverse material and include the incorporation into subject content of world views and cognitions which differ from the prevailing ethnocentric framework. The difficulty of successfully incorporating subject content of world views which differ from the prevailing ethnocentric frameworks has been recognized by educators in numerous countries. In the U.S., Gollnick (1992) summarized some of the obstacles involved:

> Why is it that after twelve years of requiring multicultural education, institutions still have not taken seriously its incorporation. Responses are similar: Our candidates will not teach in... diverse schools. Those issues are taught in the sociology and anthropology courses... I don't have time to add another topic to my course... The faculty has academic freedom... We hired someone to take care of that. (p. 237)

The faculty we interviewed said they had been able to address diversity content in a wide variety of courses. They talked about "infusion", "weaving", "integrating", "including". We recognize the desirability of such infusion, and this is consistent with the Canadian Child Care Federation recommendation: "... the goal of quality training must be to incorporate a multicultural perspective into all program and course components" (1991, p. 11). Questions can be raised regarding whether this weaving amounts to a superficial supplement, an overall infusion of spirit, or content that actually challenges existing knowledge and supports the alteration of cultural frameworks (see Chang, Muckelroy & Pulido-Tobiassen, 1996). It is important to address these questions because talk of "multiculturalism", "diversity", and "anti-bias" often assumes faculty members are able to deal with their own biases and succeed in conveying anti-bias and empowerment approaches; to find material to facilitate inclusion and structural change in courses. Are faculty successfully using world views and frameworks which are hospitable to diversity?

Graduates often stated they lacked a good understanding of diversity issues. One third said they did not feel prepared to work with diverse populations upon graduation. One half of the faculty interviewed believed prospective teachers were not adequately prepared. The more recent graduates did feel significantly more prepared to work with diverse populations upon graduation than did teachers graduating before 1988. In general, however, graduates felt the issues were not addressed adequately in their preparation programs. This is in accord with the findings of Wayson (1988) in the United States, who reported that forty per cent of graduating teachers felt they were not adequately prepared for teaching multicultural populations. Less than twenty per cent of Wayson's respondents indicated a preference for working in schools that included students of diverse ethnic backgrounds.

A surprising finding was that so few (21% faculty & 64 % students), respondents mentioned *child development* courses as a major area of diversity infusion; the main diversity-related content seems to be in the curriculum and methods courses. **Child development courses, insofar as they interpret children's behaviour around the world, would seem to be a reasonable place to discuss approaches to culture, child rearing, and family patterns. More promising are cultural contextual approaches questioning the existence of universal norms or milestones of child development** (Bernhard & Smith, In Press; O'Loughlin, 1992; Walsh, 1991). *This position is based on the theories of* M. Cole (1992; 1993), Scribner (1985), Rogoff (1990; 1984), which are derived from the framework of Vygotsky (1987) and his colleagues. Unfortunately, North American, standard child development courses and texts generally have a universalistic, monocultural approach to development (Kessler & Swadener, 1992; Lubeck, 1994; Mallory & New, 1994; Walsh, 1991). Usually, a single pattern of milestones is presented. The result is that graduates may be left with the impression that culture, race, and language are not associated with fundamental differences but are merely linked to colourful customs (e.g., wearing a turban or kipah; celebrating Christmas or Hanukkah) (Bernhard, 1995). Administration courses are another important area requiring change. Some faculty mentioned these courses as containing the least content related to diverse student populations and did not at first see the connections with the issue. **Others recommended courses with a major focus on sensitivity in designing forms, policies, providing models and norms for parent teacher-relationships, communication and staffing issues.** Faculty discussions centered around documents like the Honouring Diversity Handbook (Chud & Fahlman, 1995) can provide concrete ideas for integrating diversity content into a number of areas including Administration courses.

Working with Culturally, Linguistically, and Racially Diverse Families

Criterion 2 specified that ECE professionals develop a respectful, non-biased, collaborative and empowering approach to working with parents and families. Also, ECE professionals should develop an understanding of parents' culture, language, concerns and the inclusion of practical experience in working with parents.

A goal of ECE preparation programs is to prepare professionals who are able to work effectively with children and parents in diverse environments. Without questioning the dedication and skills of teachers in ECE programs, the findings of

this study indicate that, *according to the faculty and graduates*, the latter often feel or are seen as unequipped to work effectively with a diverse child and family population. This conclusion is in accord with that of LaGrange and colleagues in Alberta (1995) and Chang in California (1993). Teachers, like other professionals, need to develop an attitude of equality, humility, and respect for those of other cultures and be willing to elicit and make use of the perspectives, feelings and beliefs of those native to a given culture. Teachers -- and thus graduates -- should, in our opinion, learn more about the role of culture in development in order to work with the multiplicity of situations that they will encounter.

Collaboration between teachers and parents will require lively, ongoing, and friendly relationships between them. **Although all parties are responsible for constructive collaboration, we believe that the primary responsibility lies with the professionals: the teachers and centre supervisors.** This position is in accord with that of the National Association for Young Children's (NAEYC) Guidelines for Developmentally Appropriate Practice which stated that "Teachers are responsible for establishing and maintaining frequent contacts with families ..." (Bredekamp, 1987, p. 12). Hence there are obligations on the ECE faculty who educate and train the teachers.

Another key component of working effectively with a diverse population is the development of an understanding of families' cultures and concerns, and of obtaining practical experience in working with parents. How are graduates supported so they can work effectively and respectfully with parents? Faculty named Family and Interpersonal Skills courses among the three courses with the most attention to diversity, and this is certainly a significant step in the desired direction. **The development of a collaborative approach to working with families has to be addressed, throughout the curriculum, in core courses such as Administration, Food and Nutrition, Language Development, and Child Development.**

Practicum experiences

Criterion 3 stated that ECE students should encounter multicultural approaches in both theoretical and practical program components. The approach, which is a faculty responsibility, should involve principles as well as information, and contact with those of other groups. The findings of the present study indicate that many graduates found the opportunity to work with diverse groups of children and parents to be the most valuable aspects of placements. Over one quarter of respondents noted that discussions in practicum seminars with their faculty advisors were particularly helpful components of practicum. Current government agendas in Canada are drastically curtailing resources available for such programs. In Toronto and Vancouver, however, over a quarter of respondents did not find the practicum experience to be particularly helpful, and many had not encountered much diversity among the children in their placements. A majority (62%) did not recall their practicum supervisors discussing such issues with them in the course of the placement.

As a way of ensuring every student has experiences with people from diverse backgrounds, the Wisconsin teacher-education programs have the following Human Relations Code Point requirement (Grant, 1993). Every teacher candidate must complete eight Human Relations Code Points before receiving a teaching license. Code Point 5 describes the field experience required:

> a minimum of 50 documented hours of direct involvement with adult and pupil members of a group whose background the student does not share, including at least one of the following designated ethnic minority groups. (University of Wisconsin-Madison, 1990, p.3).

One needs to find ways to ensure every student has extended, documented experience with diverse groups and is assisted in reflecting upon it and implementing it in the classroom. Obviously such enriched experiences do not depend upon good will, but require maintenance or increases in current levels of funding for these programs.

A reason for exposing students to families of diverse backgrounds can be stated in terms of the concepts of Moll and Gonzalez (1994). They conceptualized Latino students' households as being repositories of funds of knowledge. Each household requires and assembles such knowledge in order to ensure its survival. The desirability of teachers visiting children's households is not only a matter of observation but also of learning. Since Moll and his colleagues developed this method for experienced teachers who are likely further in their post-graduate training, adjustments have to be made in projects for undergraduates (Bernhard, Corson, Gonzalez-Mena, Stairs, & Langford, 1996).

It is also important to consider how well prepared and supported students are when undertaking these field experiences. **In order to avoid reinforcing stereotypes and prejudices, it is essential to devote significant resources to preparing, supervising and debriefing students who work in the field.** (graduates often felt a lack of such supervision). These conditions of learning are essential to avoid negative consequences.

Courses

Criterion 4 stated that diversity issues should be addressed in ECE core (compulsory) as well as elective subjects in all Early Childhood Education certificate, diploma, and/or degree programs. Cumulative courses were to be developed in which education strands for cultural diversity are integrated sequentially across each year of the programme.

In the present study, approximately one third of ECE graduates did not believe themselves to be adequately prepared upon graduation. These findings

are consistent with those of Goddard (1995) who found an extensive lack of preparation. Three quarters of his 450 Canadian respondents reported that their courses had not provided them with an understanding of ethnocultural teaching issues.

According to the graduates in this study, there are *specific* skills needed to work with diverse populations; these include understanding and respecting alternative patterns of child rearing, ways of working constructively with families, language issues, and positive attitudes. The topic areas graduates found most helpful were "dealing with racism", "child development", "curriculum", "family and community resources", and "study of one's own culture".

The large majority of the ECE teacher preparation programs surveyed had no specific courses dealing with diversity, but most of those that did required that all students take these courses at some point in their training. **In general, we think that part of the solution to teacher preparation lies in faculty exercising leadership in instituting a small number of compulsory courses in areas such as diverse child rearing practices, racism and ethnocultural bias in contemporary society, and second language development in mainstream settings.** As a part of such courses, students should be encouraged to reflect upon their own attitudes and experiences.

Given some disquieting reports from the literature about student resistance to perceived attempts to indoctrinate (e.g., Ahlquist, 1991; Zeichner & Hoeft, forthcoming), we think it is best if such courses do not explicitly require obligatory expression of particular attitudes. On the other hand, we agree with requirements, like those of Wisconsin for contact with parents and children of diverse backgrounds. Further, such contacts might be made pre-requisites for entry into ECE programs.

A required infusion of diversity perspectives into individual courses raises questions of professional autonomy. While many faculty members were comfortable knowing their colleagues did as they saw fit, others expressed doubts about whether significant changes were being effected. **We suggest that the ECE faculties in individual institutions establish collegial consultations to help planned infusion and sequencing.**

Conclusion

While the necessary program reforms seem daunting in their complexity, it is the conviction of the present authors that many specific changes are "doable" by individual faculty and departments. Thus we, as Canadians can approach the goal of preparation for diversity in a gradual fashion which honours the backgrounds and values of all children.

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The Story of the Room: Educational Principles for Young Children and Adults

Helen MacDonald-Carlson

It is impossible to attend a professional conference or read a journal related to early childhood education over the past few years, and not be exposed to information about the programs in Reggio Emilia, Italy. There is a sense of awe and excitement as one reads about these inspirational programs as well as skepticism about the relevance of these programs in North America. Early childhood education professionals who have visited Reggio Emilia, have been challenged about many of our beliefs about children, education and the child and adult role within the program. When a well articulated philosophy is supported by educators, parents, community and government the possibilities for children's learning are enormous. It is, however, easy in North America to dismiss this as inconceivable.

The Reggio Emilia experience has emerged from a combination of cultural, political, historical and economical forces within the country over the past fifty years. The educators at Reggio Emilia are careful to ensure that visitors view their programs not as a model but as an approach to early childhood education that continues to develop. Although it would be impossible for North Americans to adopt the entire program model from Reggio Emilia or even program ideas without first establishing cultural relevance, many educational principles can be learned from the Reggio Emilia experience.

As an instructor in a nine month training program for early childhood educators in British Columbia, my colleagues and I have a short time to guide students in learning about themselves and their unique capabilities, to gain knowledge about children and to practice interaction and programming skills with children. After two of us visited the programs at Reggio Emilia with the first Canadian delegation in 1993, we have had many lively discussions about the educational principles we observed and the possibilities of implementing activities and assignments related to **collaboration, observation, ongoing projects and documentation** to enhance student learning within our program.

Collaboration

An important educational philosophy in Reggio Emilia is that of collaboration. For both children and adults it is considered essential to the educational experience. Children do many activities in small groups, working on one project for many days. I observed children discussing their ideas for an art project while they were working on it. The teachers in the room work as equal partners, sharing observations and perceptions about the children and their work and using these as a means of making decisions about future possibilities. Adults and children often work together. The adult seems to be "inside" the project as much as the children, making it difficult to discern children's and adult's contributions as separate (Bredekamp,1993).

Instructors in our program are personally learning the value of collaboration. The two of us who went to Reggio Emilia revisit and reconstruct our experiences and learning with the other instructors in our program. These opportunities to engage in dialogue about educational principles such as collaboration have inspired us to integrate our program and our teaching in several aspects. Instructors teaching in various programming courses such as art, language and literature, and music and movement have team taught at least several times during the semester so that students see programming, not as separate entities but as an integrated whole. Collaborating with colleagues to develop common criteria for an assignment and marking it together can be very illuminating. Discussions about the student's presentations allow instructors to learn from each other. What was, in the past, a private and solitary endeavour has now become an opportunity for discourse and learning.

Collaborative learning is considered to be an important element in adult education. Opportunities to work in groups and actively explore various topics within the classroom allows adults to assimilate and accommodate new information through discussion with peers and instructors. This is an important skill for students in early childhood education; they will be required to work in conjunction with other colleagues and with parents when making program decisions. In addition to classroom activities and sharing observations of children, students have opportunities to work together in groups for some of the assignments. Working together to document various aspects of the children's programs helps to disperse the work among several students, but more importantly provides opportunities for students to listen to each other's points of view. Although initially apprehensive about group work, as their sense of community grows throughout the year, students recognize the importance of learning from each other.

Observations

The educators in Reggio Emilia, although extremely knowledgeable about child development, do not rely only on preconceived notions of developmentally appropriate behaviour or curriculum in their involvement with the children. Rather, they spend a great deal of time in thoughtful and systematic observation of individual and groups of children. They believe that direction for interactions with the children and curriculum grow from knowledge of the children. Through careful observation, the teacher learns from the child, utilizes this understanding

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to act as a resource for the child, and becomes a partner in the learning experience (Gandini, 1993). This is an obvious and easy principle to translate into a learning situation for students in child development. The students ongoing, naturalistic observation of one child throughout the year enables them to learn about child development from real examples.

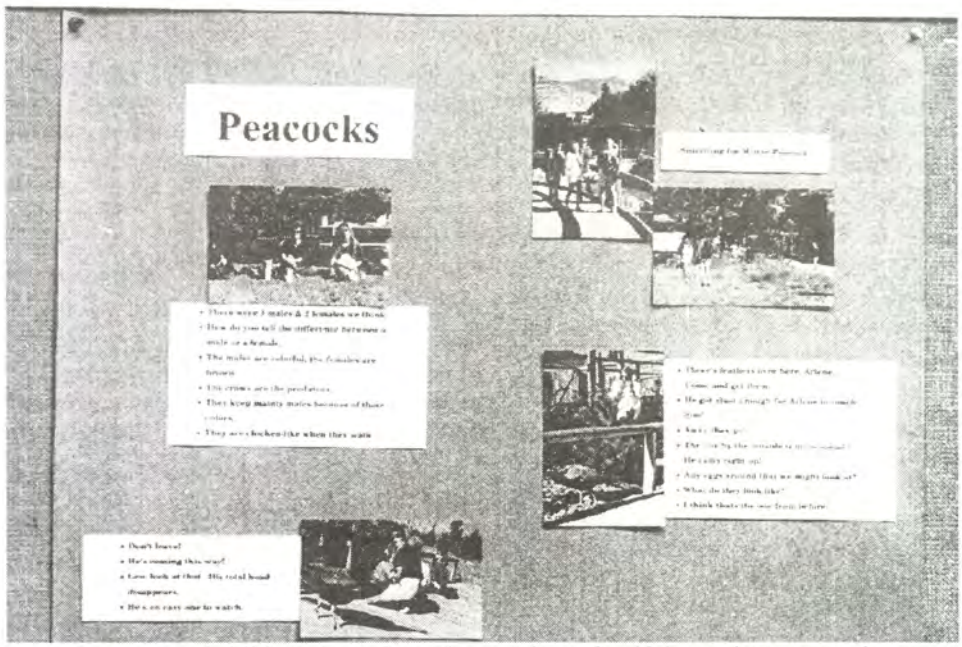
They practice observation techniques that will be useful later in their work in early childhood. Students begin to be aware that their intensive observation of one child enables them to make appropriate guidance and interaction decisions and with greater understanding programming possibilities for their child become more apparent. As students share information they begin to see the value of teachers working together in a systematic way to learn about each child as an individual.

Students share their observations of children playing and doing activities in groups. Sharing this information in seminars provides an opportunity for students to discuss possible programming directions. They become aware that these ideas are often embedded within the children's activity, only requiring careful attention.

Ongoing Projects

In Reggio Emilia there is no preplanned program that educators and children follow throughout the year. Instead, educators observe children and together with them, decide how to expand and elaborate on their particular interests. Rather than setting goals for learning, or choosing topics that need to be covered, educators accept that they are sometimes uncertain where a particular interest will lead. Listening to children, writing down their responses and re-visiting these conversations regularly provides the possible directions. Embedded within these projects are many opportunities for visual expression through a variety of media.

While we do not have the opportunity to develop this type of programming with a regular group of children throughout the year, we introduce this to the students as a programming concept. We, like Carolyn Pope Edwards, take our students on a field trip: one that is fairly common with young children, a trip to the local wildlife park. Prior to the trip, students discuss and draw what they might find there. Students are then put into groups, and based on their initial representations, they are given a particular area or animal to research. Preliminary questions are developed and methods to investigate and seek answers are established. During the visit, because of this preliminary preparation, students become very involved in an in-depth discovery of their particular area. When they return to the classroom they use a variety of media to represent their experience at the park. Documentation by the instructors provides an opportunity for re-visiting the experience prior to this visual representation and long afterwards.



Students also engage in an ongoing project that is more personal in nature. Since our program believes that knowledge of self is an important element in interpersonal relations with both children and adults, students are given an opportunity to explore something of interest as a means of personal discovery and expression. After an introduction, and some guidance by the instructors, students are free to engage in whatever self-exploration is personally meaningful to them. Students embark on a variety of endeavours, including recreating themselves, in clay, paintings, drawings or puppets. They keep a journal, take photographs and use their art work to depict the key aspects of their exploration over the three week period. Many of the students reported that this was a favourite aspect of the program, and they looked forward to this time for personal exploration each day.

Documentation

As a means of ongoing communication between children, teachers and parents, the educators at Reggio Emilia document observations and ongoing projects using a

variety of techniques. Families can complete their five to six year involvement in the schools with as many as nine binders filled with photos and observational information about their child. The environment in each school is filled with photographs, text and art work, often "in progress." This makes it a beautiful and more importantly, a meaningful space for each child and adult. The teachers state that these aesthetically pleasing displays tell "the story of the room." This is important in a program that stresses the process and not the product as the key to the learning taking place. This careful watching through taking notes and photos, descriptions and displays of the children's work communicates the importance to the child of his or her work and may account for the sophisticated results the children produce (Katz 1990).

Documentation by both instructors and students has been essential in integrating the program and in communicating our philosophy. These visual representations give meaning to all the adults' and children's' activities throughout the year. Instructors document various activities of the students. Attractively displayed these documentations provide an opportunity to re-live and remember the experiences throughout the year.

Students practice documenting in a variety of ways. They use their observations to develop portfolios for the individual children involved in the child study assignment. A binder filled with photographs and anecdotal recordings describing the child's various activities throughout the year is given to the family, making this a favourite assignment with parents

Students also practice combining photographs and text as a means of communicating the learning process taking place with the children. Initially, students develop a poster with photographs and quotes from the children while involved in a single activity. They then practice documenting one area of the room over several weeks, choosing the key components of the children's involvement, and combining photos and anecdotal observations as text. Both these documentations allow the student and child to re-visit the experience as a means of connecting with future activities. Through these posters, educators at the centre and parents are also able to share this experience with the children. We discovered another benefit to documentation when we hosted a graduation reception for students and their families in our classroom. Family members, viewing these posters and the documentation of the student project on self exploration, began to understand the learning process that was taking place throughout the year. Students and instructors felt a sense of accomplishment in contributing to the "story of our room."

Conclusion

While we feel that we have only begun to explore the possibilities for adaptation of educational principles observed in the programs of Reggio Emilia, we have been excited by our initial attempts to use some of these principles as a means of teaching adults about young children. In the future, we hope to provide more opportunity for students to use the documentations as a vehicle for conversation and ongoing program development with children. These attractive displays and posters communicate where we have been and what we have done, but should also contribute to the possibilities for where we go next. We also hope to have students implement a project during their final practicum when they have sustained, daily contact with children over a five week period. We would also like to collaborate with other disciplines in the College as we have done in our early childhood program. We have much to learn from the educators in Reggio Emilia about inspiring children to construct their ideas in various symbolic media. Collaboration with instructors and students in Fine Arts, would expand students, instructors and children's attempts with exploring various symbolic media. In the meantime, visual representation of children's activities through photographs and systematic observation will communicate the importance of the learning process. An organization that has formed in British Columbia, Friends of Reggio (in care of Westcoast Childcare Resources, 1675 West 4th Avenue, Vancouver, B.C. V6J 1L8), certainly helps to provide a vehicle for an ongoing discussion of the adaptation of many of the educational principles practiced in Reggio Emilia

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BUILDING CASTLES

Donna G Mouzard

Dear J.P.,

Thank you for guiding me through my first years working with children, but I have found another with whom I feel a stronger bond. Even though you were my primary advisor, I always had that nagging feeling that early childhood educators needed to play a more direct role in helping children acquire thinking tools. I was never fully comfortable with the more passive role your philosophy promotes. In contrast, my new mentor espouses a more active role for educators. In fact, social and cultural interactions are foundations of his teachings.

Thank you again for your guidance and support. Be assured that I will not abandon you completely. I wish you two could have met. It would have been very interesting to see the outcome of a series of meetings between Jean Piaget and Lev Vygotsky.

I am impatient for the teachings of Lev Vygotsky to gain popularity, and consequently more practical application in the early childhood setting. The inclusion of Vygotsky in the revised version of Developmentally Appropriate Practice (Bredekamp, 1992) will help validate the movement from Piaget's model to a model in which early childhood educators take a more active role in the learning development of young children. I have never been at ease with the idea that the educator's role was to provide a stimulating environment and then step back and observe what the child does with the materials provided. A major element in Vygotsky's theory of the way children learn is the importance of language and speech in the structuring and building of knowledge. Vygotsky postulates that children benefit most when interactions with their environment are supplemented by a social context and communications with others. Therefore, educators provide a medium of content and a means of communication which allows the child the opportunity to interact.

Embracing Vygotsky's ideas does not mean that educators will simply have to speak to children more often. Managerial language is all too often the result when educators are asked to "talk" more to the children. Instead, educators must become aware of the way that their interactions can influence the kinds of thinking tools that children develop. Further, educators have an influential role to play in helping children to learn how to learn. We can either watch children build their foundations of knowledge and praise their work as "independent discoverers" (Piaget), or, we can provide them with the thinking tools necessary not only to make solid foundations but, also to construct interesting and unique houses of knowledge. In essence, the child becomes the architect and the builder and makes choices between the many kinds of building materials and styles of construction. This is the difference between saying, "Good job, Stephanie" and "Good job, you figured out that if you balance the blocks in the middle of one another you can stack them higher", or "You made a hospital? Have you decided where the ambulances arrive? Do you need some signs? What should they say? Who is in your hospital?" Vygotsky calls this kind of assisted learning, *scaffolding*. Scaffolding allows the educator to help a child move ahead in their independent play providing words for that concept the child discovers and by encouraging the child to think beyond the simple, physical construction of the structure. The visual image of scaffolding is appropriate because the educator gives the child the thinking tools which allow the child to reach the next level of knowledge. The educator does not expect the child to leap upward, but rather the house of knowledge is built in what Vygotsky calls a *zone of proximal development (ZPD)*. Thus, the educator's responsibility is to understand where that *zone* is and help children move from their present thinking level to their highest level of development when given assistance. The height a child is able to reach today with assistance may be the place they are able to reach tomorrow as an independent learner.

According to Vygotsky, the ladder to new thinking structures is language and speech. Vygotsky regards inner or private speech, those mutterings or talking to oneself that is often seen in young children, as a tool for solving cognitive, physical, and social problems. Research suggests that very young children who mutter or talk to themselves have higher rates of social participation, are more socially competent, and are more cognitively mature. (Berk (1986), Berner (1971), Kleiman, (1974) Kohlberg, Yaeger, & Hjerthom (1968). Some educators have also discovered that active, disruptive children can learn to focus and therefore control their behaviour by quietly repeating over and over what they are to do or what will happen next. This inner speech, which Vygotsky believes becomes inaudible as the child becomes older, can be cultivated by the early childhood educator through scaffolding or assisted learning interventions. Consequently, early childhood educators need to promote and expand young children's language development in order to facilitate the development of this important learning tool, inner speech.

The application of Vygotsky's theories of *scaffolding, zones of proximal development,* and *inner speech* in the early childhood setting, on the simplest level, translates into two steps. First, in order for optimal practical applications to occur, educators need to understand child development fully and they need to know through good observation skills, the de-

Examples of Guiding Techniques

1) *Giving words or encouraging children to give words to concepts*: (Adult identifying concept) "Anne Louise, I see that you parked your truck between the red and blue cars." (Asking child to give words to a concept) "Goodness, where did that green colour come from? I only gave you yellow and blue paint."
2) *Outlining steps to problem solving:* (Adult modeling) "Christian doesn't want to put on his snowsuit. What should I do? I could get mad or I could try to change his mind. I think it is better to try and change his mind. I could remind him that when he has his snowsuit on he can slide down the playground hill, or I could tell him . ." (Asking child to outline) "Carol, I see you did a lot of stamping. How did you get such a nice clear picture with this dinosaur stamp?"
3) *Naming, expanding on knowledge, and encouraging observation*: "Yes, you may have an orange. This is called a navel orange. Another name for your belly button is a navel. Why do you think they call this a navel orange?"
4) *Asking open ended and figuring out questions:* An older toddler has just drawn his umpteenth noseless face. "Nicholas, does your person know what is cooking for lunch?" "No" "How could he find out?" (Educator, after giving sufficient time for answers, may touch nose or sniff the air as a clue.) This assisted development will probably never have to be repeated. Faces will generally always have noses after this discovery.
5) *Encouraging talking aloud (inner speech):* For self control (child to self): "I will sit down. I will fold my hands. I will wait until everyone is given snack. Then I can eat." To practice a skill (i.e. scissors): "Open, squeeze, open, squeeze, . . ." For memory skills: "Where did I leave my book, first I went to see Francois. Then I went to the sand table. Then I . . . ."

velopmental level of each child in their care. Second, educators need to practice repeatedly their guiding skills which help children, through verbal interactions, to move to higher thinking structures giving language to thinking skills and concepts. These guiding techniques include:

1) giving words or asking children to use words to explain concepts that they have just discovered or are on the verge of discovering;
2) outlining, through language, the steps a child took to solve a problem or the steps that the educator is presently taking to solve a problem;
3) naming objects and feelings, expanding on knowledge already attained, and helping them to observe more closely;
4) asking open ended and figuring out questions which require the children to explain their thinking process; and
5) encouraging talking aloud while thinking in order to encourage inner speech. (See Box for examples) Language and speech paired with developmental understanding is not only the best way to guide children upward in their hierarchical learning, but it is also the mortar that will make it strongBuilding a house of knowledge and organizing the things inside is a monumental task. It is a task that children are certainly capable of achieving. However, with the help of an involved educator a child can build a house that is not only solid but, one designed after having the opportunity to consider the vast array of building materials and combinations of style culminating in each child's own original blueprint? The Vygotskian approach encourages educators to use their ability to evaluate each child's zone of proximal development to become active, communicative participants in the development of children's thinking tools. Young children, these budding architects, need words, speech and language to frame and assemble their structures. Educators can help by building scaffolds to help them get higher and by opening their eyes to a world which offers a multitude of choices as they design their unique houses of knowledge. Talk to the children and castles may appear.

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FROM FLOOR TO FORTS

JENNY CHAPMAN

My Lounge chair house
Where quiet as a mouse
I stayed safe and warm
Outside raged the storm
Carpeted with soft green grass
Many gentle hours slid past
Safe and on my own
I never felt alone
Blankets draped awry
On the world I could spy
Often falling asleep
These safe memories I keep

The unknown Poet, was a workshop participant at Whistler, B.C. 1995 who summed up the essence of the workshop "Are There Tree Forts in the Yard?" No, but a thin thread led from the umbrella house of 1945 to the plastic tent of 1995. Creating intimate spaces for young children."

The plastic tent was the cave-like structure which Bev Bos was erecting at Roseville Community Preschool, that unique place for childhood. The umbrella houses were a childhood memory of a four year old's retreat space.

The seed idea for a workshop flourished and in the summer of 1995 at Whistler B.C., Seattle, WA and Roseville, CA where adults dug back into memory of places that they had created as children which had given them a feeling of belonging and of ownership.

Children need to feel they belong and their experience often does little to foster that feeling. Programs designed and prepared by adults for children may have a stronger emphasis of an adult agenda and school curriculum, and not be flexible, evolving, child sensitive invitations to create and play.

The pressure to acquire formal skills early may involve, for example, learning the alphabet at three, colouring and cutting out a dittoes leprechaun, filling out math number sheets, expecting children to sit and listen when the body screams to do otherwise, or involving very young children in computer technology to give them a head start in the job market of the future.

The adult players at the workshops responded with overwhelming enthusiasm to the invitation (or was there a smidgen of coercion?) to create intimate space around the conference site at Whistler, in the flat high school lunch room in Seattle and in the hall on the Roseville Fairgrounds. There are a lot of gym spaces out there waiting for transformation on Saturday mornings, on afternoons following school or during lunch breaks.

Mary Cronin giving Ann Luke the Friends of Children award in Regina, October 1996

A collection of newspaper, string, rope, plastic and cloth sheets, egg cartons, plastic bottles, buckets, metal coat hangers, lath, hot water pipe insulation tubing, wooden dowel, brown paper bags and a generous supply of masking tape and duct tape were the building supplies. Tables and chairs became mainstays of some constructions. How did we ever live without duct tape?

Cultures and experience emerged. The Texans made cork and elastic band guns for defense of their territory. Fences, flags, telephone lines, pathways, windows, doors, furniture - all the trappings for den life were added. "Keep Out" signs were posted alongside "Welcome" and "Members Only!"

Each den was unique. The design process included tenacity, technique, refinement, planning, collecting, trading and raiding, designing, engineering, discussing, organizing, leading, following, looking, laughing, relaxing, working, concentrating. . and all in an hour of play.

This was pure play. The groups reported a sense of belonging and bonding so maybe Plato was correct with his statement "You can discover more about a person in an hour of play than in a year of conversation."

The affirmation came from the small group of children aged four through twelve who roamed the sites afterwards to play and explore the spaces. In Roseville, some children and adult builders exchanged addresses, planning to return in November to build a two story fort from the stage.

"All the world's a stage". . .Relax and build spaces with children that truly reflect their need to create, to belong, to play and to be safe.

LETTER FROM THE YUKON: Cathleen Smith

Social Play/Social Relationships for Children with Special Needs in Child Care
Hollie's Birthday at Pizza Hut

Last night I inadvertently did a one hour observation of Hollie at the local Pizza Hut. She was celebrating her third birthday and she looked like a tiny movie star all dressed up in a frilly pink outfit which matched her saucy smile! She approached my husband and me and wanted to chat as we were obediently "Waiting to be Seated." A huge banner had been hung up above a table announcing her birthday but there didn't seem to be anyone but her there! Balloons advertising that children eat free at Pizza Hut and Pizza Hut hats decorated the children's table. For the next hour two tables filled with Hollie's friends and relations who, as they arrived, handed elegantly wrapped packages to Hollie's Mom and proceeded to socialize and stuff themselves with endless pizzas. The small doll child was totally engulfed in this event...but no one talked to her. No one listened to her. Attention briefly centered on Hollie when they sang the birthday song, but there was no time for her to look into the handsome packages. Then the guests started to leave. Hollie escaped into the parking lot where she raced around amongst the parked cars with her chubby boy cousins until her mother appeared, scowled and unceremoniously swept her back to the birthday bash.

As my husband and I worked our way through spaghetti and lasagna, it occurred to me that this special party for Hollie featured no play or social relationships for her or any of the younger children. It was essentially a show event.

Lately, as I have been observing young children in schools and child care programs, I am struck by how often when there is more than one adult present, the conversation slips into adult chatting or else is dictated by some irrelevant topic which appears on the teacher's 'stale' planning sheet i.e. the theme. Finally, I see why Lillian Katz gets so fed up with the ubiquitous dinosaurs! We should stop and make sure that the activity as listed on the planning sheet, does not in itself become the main focus of the program. Are we running birthday parties which are really featuring adult needs to socialize or is the purpose of our activity to promote social interactions in an interesting context? These questions are especially imperative for children who are having some difficulties socially. Let us stop to figure out some ways to make our settings more inclusive by helping children learn play and social skills. These suggestions might involve modifying and adapting the program, and seeking some more support and involvement of parents, grandparents and others in the community.

Steps to help children learn social/play skills

1. Documentation as is done in the Reggio Emilia approach

In working with children who are having social/play problems, the most important diagnostic activity for parents and teachers is ongoing observation. If you don't see what is going on, and think about it in the context in which it is happening, it will only be a fluke if you come up with possible ways to help the child learn the skills they need to get along with their peers. A good way to document is to tape record an incident, transcribe it, and then analyze the situation. This can give you very concrete clues. Video documentation would be even more effective! The more collaboration there is between parents and teachers on this, the more likely it is that the situation will be understood in terms of what the child needs to learn about emotional regulation or peer interaction skills. Documentation helps us define the areas that we need to work on with particular children. Teachers need to think about these areas and talk about them daily.

2. Analysis of the Environment

From your observations, you should be also gathering information about who and what triggers certain behaviour that is of concern. In Reggio Emilia one of the cardinal principles is that the environment is the third teacher. That means if the environment is engaging and enhancing of children's potential, it is equal to having an extra teacher. So look at the environment and see if:

A) In terms of the child you are considering, what do you know about his or her interests? Are there several things available for the child to do that encompass these ideas, topics, themes? If not, how could these interests be worked into the program? Make lists and start working these things into the program...as you do it note which ideas are working well, and which ones need to be modified. Co-constuct with your co-workers, the parents and the children.

B) Who does the child like to play with? who might be a good play partner? How could you set up some situations which would enhance the possibilities of social play with those children? How could those be expanded and/or extended? Could they eventually include another child or two?

C) How are you communicating socially with him/her and the family and friends? Do you have pictures to show this? Can the child make a drawing or sculpture? Has the child dictated a story and illustrated it? Maybe you could plan a project on 'Friends".

3. Overall social atmosphere of the centre

When the child and parent arrive in the morning is there someone to kneel down and give a really warm greeting? Does the entry way tell the child and family that they are important and that interesting and exciting things go on here? Is there a place for people to pause, mingle and converse? Are there frequent social occasions at the centre? Do families have real ways that they can contribute to their child's experience at the centre? Are there occasions for parents to bring up their concerns and worries? Sometimes, when a child has play and social problems, parents feel very isolated and guilty. They may need a chance to discuss topics like temperament, attachment, and various issues in current child behaviour studies. The original **Making Friends** video is a very comforting aide to use as a discussion topic at a parent meeting.

Staff could organize this to bring up these issues for parents to discuss. We should also remember that we should be modeling building trust and community concern for both the children and families.

Conclusion

Directing the **Making Friends** project and using the **Assessment of Peer Relations** by Michael Guralnick taught me a lot about the foundations of good intervention programs for children who need to learn social skills. Some of the more recent studies on children with problem behaviour point us back to the findings on temperament. It is very important that teachers support parents who may be dealing with a child who is temperamentally difficult. Parents also at times need some advice on limiting their child's exposure to violent TV programs. Current psychological work with children who have very challenging behaviours support the need to teach children directly what is acceptable.

Living in the Yukon has brought me many gifts. By watching first Nations Elders and their respectful, but clear expectations of children, I see that children are not forced or intimidated into obedience. They are not hit or yelled at...the atmosphere is calm and quiet...not tense and rushed. Children are gently but firmly shown how things are supposed to be done. People are expected to listen...even if it takes a long time. People are not allowed to interrupt...each person has the chance to say their thing through. Children participate in all the events of their community. Grandmothers quietly reach over and hang on to their grandchild's hand. Children dance to the same drum beat in their mother's womb as will be slowly, solemnly beaten out as they are lowered into their grave. There are no hierarchies. Respect is the most deep running value. We have to stop hurting each other and hurting the land and water which nurtures us. We have to keep working on trust. We have to support our friends because life is really hard and we need each other's help and love. Almost a quarter of a century ago Elijah Smith, the great Yukon Chief, presented a document to Trudeau which outlined the demand for Yukon First Nation land claims. This marvelous document rings as clear and powerful today as it did in 1973. ***TOGETHER TODAY FOR OUR CHILDREN TOMORROW: Life is a Circle.***

BOOKS IN REVIEW

"Every child needs a crazy uncle" said Loris Malaguzzi in a discussion group I attended while in Reggio Emilia, Italy. The world renowned philospher and educator believed there should always be a surprise waiting around the corner, as when a zebra showed up in the poppy fields while the children were beginning a project on these flowers. I have never forgotten the phrase and when I heard Margie Carter and Deb Curtis present the following book in a workshop at the NAEYC Dallas Conference, it came back to mind

Miss Tizzy

By Libba Moore Gray
Illustrated by Jada Rowland
Simon & Schuster Books for Young Readers
Reviewed by Carol Jonas

Miss Tizzy is by no means "crazy" but she is extraordinary in herrelationship with the neighbourhood children. She wears a purple hat,colourful clothes,and has the only house around with wildflowers growingeverywhere on her fenceless property.

She is always there for the children, acknowledging them with smiles andallowing them to "work" with her to make jelly and cookies. She watchestheir puppet shows put on with puppets made by her. She leads marches down thestreet with her favourite musical instrument and she gives the children the opportunity to create "sunshine" pictures to deliver to those "who had stopped smiling".Miss Tizzy plays dress-up with the children and somedays even puts on rollerskates.

The children are saddened one day when they find Miss Tizzy very sick. Reciprocity is now in full swing - they return all the joy she has given them by doing things for her; baking, putting on a puppet show, playing music, drawing pictures and more.They had learned much from a unique, model human being and because of her were able to show love and empathy.

Of particular interest are the colourful, bright illustrations which give life to the story.

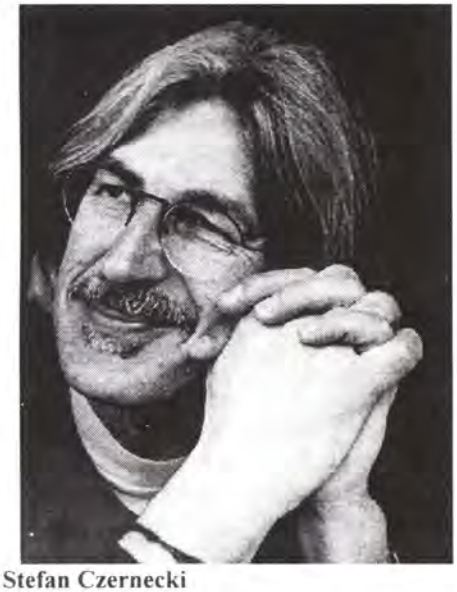
The Multicultural Teaching Kit for Parents

by Jamie Lafond and Theresa Simons
Published by Two Ravens Educational Services, 257 Olmstead St. Vanier, ON, K1l 7J7 fax 613-744-0322
Reviewed by Susan Fraser

The "Ready-to-Read" kit consists of 3 pattern books, **Zoo, We Waited** and **My Family** and a twelve page instructional booklet that lays out a four week shedule for parents.

The kit encourages parents to take a gentle approach in introducing their children to reading. Parents, who read these three little books with their children, will provide them with the enjoyable experience of listening to a story and then maybe discovering that the children will begin to 'read' the book back to them. However, if this does not happen spontaneously the authors include some teaching activities that show parents how and when to help children become interested in the words that accompany the brightly coloured illustrations. The books cover a wide variety of topics and would be of interest to children from different cultural backgrounds. **Zoo** introduces children to animals from around the world with the added interest of using the style of illustration from the area where the animals are found. The bear, for instance, is illustrated using the Haida art symbols. My grand daughter Katrina who lives near the Kwagtiulth museum on Quadra Island said "that is a bear from our museum!" This gave us a wonderful opportunity to discuss the other illustrations and where in the world the animals come from. Although Katrina lives in a very rural area on the West Coast of Canada, suprisingly the book that interested her the most was the most urban one, **We Waited.**

After having read it together many, many times she pointed to the title and told me that Sarah also "waited" for her boots to grow in one of her favourite books **Sarah's New Boots** by Paulette Bourgeois. There is no question that parents reading these books to their children would help them appreciate that words have meaning and that reading is only an extension of the experience of having the story read to them.



Stefan Czernecki

There he was, a very cultured striking looking gentleman with twinkling eyes, sipping a cappuccino in the spacious sidewalk cafe in Vancouver's Library Square, with my daughter, author, Emilie Smith. Stefan Czernecki, is an extremely talented

author/ illustrator who turns folk tales from around the world into magical glittering jewels, each picture an ornate but clear and accessible painting. The exquisite drawings of this artist capture the essence of whichever culture he is depicting in just the right way

His latest book is called **The Cricket's Cage** was celebrated in January at an exhibit of cricket cages for Chinese New Year in the Sun-Yat Sen Garden in Vancouver's Chinatown. There was a Pipa player from Hong Kong playing the music. The story was read by Chinese story tellers as tea and refreshments were served. It was the perfect setting for this most perfect traditional tale.

THE CRICKET'S CAGE (Published by Hyperion) is the story of the Emperor Yongle (Yong Ho) from the Ming dynasty and his desire for beautiful towers for his palace in the Forbidden City. Wu Zhong (Woo Chung) his most trusted minister brings in pages and pages of plans but the emperor finds the designs done by Cai Xin (Ts-eye Sin) , the Master Builder, all too high, too plain or too ugly (Woo Chung). After two weeks of rejections, the Emperor threatens to behead the Master Builder if he cannot come up with a suitable plan in three days. The builder goes to the house of a carpenter, Kuai Xiang (Kw-eye See-ang) and tells him that he must come up with a model in one day or lose his life. Kuai Xiang is in despair but a friend at the market gives him his best singing cricket to cheer him up and to bring him luck. The carpenter names the cricket Pipa after the musical instrument. But he still does not succeed in creating a spectacular design that night and goes to bed promising, before he is killed, to make the cricket a nicer cage. During the night the cricket creeps out of the crowded cage and begins dipping his antennae into the carpenter's black ink and drawing a very elegant design for a cricket's cage. The next day the carpenter decides to build the cage. When the master builder arrives he assumes that the cage is a model for the Emperor's watch towers and of course it was accepted and built. The cricket got many different cages after that, but none is as beautiful as the first.

NINA'S TREASURE by Stefan Czernecki and Timothy Rhodes, published by Hyperion, 1990.
This is the story which most reflects Stefan Czernecki's Ukranian heritage. The Ukrainian eggs depicted are the perfect outlet for his penchant for decorative beauty. Stefan's parents, farmers from the Ukraine, were taken to Germany during the war to do forced labour. He was born in a displaced person's camp in Ludwigsburg, Germany in 1947. He grew up in South America and Winnipeg.

Looking at the collected works of this young artist, one is amazed at his ability to steep himself so thoroughly in such a wide variety of cultures, including Ukrainian, middle eastern, central American and Australian. His line drawings are so imaginative and he somehow cuts to the quick in rendering just what it is that makes the cricket a cricket or a snake a snake. Over lunch, he showed me a folio of a hundred line drawings of birds. Each one was sparingly rendered, but perfectly obvious as to its species!

When you acquire any of Czernecki's books you have in your hands marvelously clearly told tales illustrated with paintings that remind one of illuminated manuscripts in terms of their detail and beauty. Some other of his books are;-

THE NIGHT BEFORE DREAMS by Stefan Czernecki and Timothy Rhodes, Illustrations Stephen Czernecki, published by Hyperion, 1989.
This Central American tale illustrated with black and white line drawings descibes the adventures of a shaman who talks to creatures in the forests. The rendering of the animals, especially the tapir, anteater and the jaguar are powerful images. The story tells how the shaman gets himself into and out of a jam but loses some thing from the time before dreams. This story in which animals can talk is similar to the precautionary tales from many cultures

THE SLEEPING BREAD by Stefan Czernecki, published by Hyperion, 1992.
This Central American story of a baker named Beto is simple and beautiful in text. The bright drawings bring to life the feeling f the market places of Mexico and Guatemala.. The story has a beautiful clear moral and will be a favourite .

THE SINGING SNAKE by Stefan Czernecki, published by Hyperion, 1993.
An Australian story with drawings in the style of Aboriginal Art . This charming tale has a joke that is just right for young children. It will make them feel quite smart and they will really "get" the x-ray type drawings.

ZORAH'S MAGIC CARPET by Stefan Czernecki, published by Hyperion, 1995.
This Moroccan story tells of a woman named Zorah who because of a magical sheep learns to use her weaving skills to travel on magic carpets to faraway places. Her carpet making artistry gets her into trouble when she becomes addicted to traveling and neglects her chores. She figures out a way to get her work and her dreaming into balance!

CONTRIBUTORS

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Werner Walter Liedtke is a professor in the Faculty of Education at the University of Victoria B.C.

Helen MacDonald-Carlson works collaboratively with fellow instructors Bill Martin and Margaret Patten in the Early Childhood Education Program at the University College of the Cariboo in Kamloops, British Columbia. When this edition of the journal is published in May 1997, she will once again be studying and traveling in Italy.

Donna Grout Mouzard is one of the founding faculty members of the Early Childhood Care and Education Department at CEGEP Heritage College in Hull, Quebec. She has recently given up the department coordination for more time in the classroom and working with students in their field placements. Her past experiences include teaching in a variety of settings in Michigan, Glasgow, Paris, Fredericton and Aylmer, Quebec.

Rebecca S. New, is associate professor and coordinator of the graduate program in Early Childhood Education at the University of New Hampshire. She joined the field of early education in the late 1960's as a primary teacher in Florida public schools, where she developed interests in parenting, multicultural education and home-school relations. Doctoral studies at the University of Florida focused on curriculum and instruction as well as psychological foundations of education; she completed her course of study in comparative child development at Harvard's Laboratory of Human Development. Longstanding interests in sociocultural bases of parenting and child care are reflected in a longitudinal study of Italian child care and development as well as her ongoing affiliation with educators in the community of Reggio Emilia. She has assumed a leadership role in introducing the work of Reggio Emilia to educators in the U.S., Canada, and Australia, with a strong emphasis on the cultural and political contexts of this exceptional early educational program. Other professional activities which have characterized her work over the past decade include the development, critique, and revision of guidelines for developmentally appropriate practice; and the promotion of inclusive educational environments for young children who are culturally and developmentally diverse. She is currently engaged in a collaborative research project (funded by the Spencer Foundation; co-principal investigator Bruce Mallory) with educators in Reggio Emilia and other parts of Italy on the sociocultural construction of home-school relations. Her scholarly interests remain focused on the theoretical and cultural bases of early education and development, with particular interest in the relations among cultural diversity, adult ideologies, and child care policies and practices.

Cathleen Smith has retired and is living in Whitehorse in the Yukon where she is doing some consulting and learning about the first Nations. She is a regular contributor to CanadianChildre

JENNY CHAPMAN

Thank you Jenny - for your vision for B.C, it was to draw together people who revered childhood, to extend our horizons by having "gatherings" in which members, friends, students and instructors and parents could all come together and feel they had something to contribute, but always something important to learn. Play was always at the "heart of the matter". Jenny is a mentor to many, and her wisdom and knowledge as a Provincial Director for B.C. has now been passed to Larry Railton. We welcome Larry and wish him well. June Meyer

FRIENDS OF CHILDREN AWARD

The CAYC "Friends of Children Award" was established to give CAYC a way of recognizing outstanding contributions, by individuals or groups, to the well-being of young children. Barbara Leete Stange, Caroline Krentz, and Imogene McIntyre are the latest recipients of this award.

Barbara Leete Stange

In the late 1970s Barbara joined a group of Regina women attending the CAYC National Conference in Winnipeg. The group returned to Regina with enthusiasm or organize the Regina members of CAYC. Barbara was instrumental, in cooperation with University of Regina Extension, in initiating a spring conference which became an annual event. Until retirement she remained active on the planning committee and served as president of the local group for a year while she was retired.

Barbara became acquainted with Jane Norman of Truro, Nova Scotia, which led to another CAYC related project, at the Winnipeg conference. Together they developed and carried out an exchange program which enabled students from Truro and Regina to learn more about each other's early childhood programs.

Caroline Krentz

Caroline's formal introduction to CAYC took place in Regina when a group of people interested in young children began to meet together. LeOra Cordis and Barbara Stange invited her to participate in planning and delivering a one-day conference in May 1979. It was so popular that they had to turn people away because they only had room for 35. This was the beginning of a yearly conference sponsored by the Regina members of CAYC. It was also the beginning of her continuing involvement with CAYC both at the local and national levels. In Saskatchewan, Caroline was part of local planning groups for annual conferences and other activities. At the national level, she served as a director for six years, some as treasurer, and a vice-president.

Friends of children Award

Imogene McIntire, retired professor of Education, University of Manitoba, has been awarded the CAYC Friends of Children Award for her work in educating teachers to work with young children. Imogene's beliefs about how young children learn and about the conditions under which they learn best has influenced a generation of teachers of young children. For this the children of Manitoba are grateful and we, their teachers, wish to publicly recognize Dr. McIntier's contributions.

Imogene was second oldest in a family of six siblings. She learned early to treat people fairly and to stand up for what she believed. By age six she knew she wanted to be a teacher and by age nine, while practising her teaching on her younger siblings, she had learned that all children don't learn the same way. This was a lesson she remembered all her life and which was to become a hallmark of her teaching.

Imogene took her teacher training at Indiana University and Ball State University in Indiana. She taught in the public school system for twenty years. She taught overseas and in Japan. She returned to the halls of academia and received her Master's degree at Indiana State University and her doctorate at Penn State, Pennsylvania. After teaching for five years at the University of Cincinnati she moved to Canada.

In 1968 Imogene started the Early Childhood program at the University of Manitoba. She created a program in which students were in charge of their own learning. Her students established and operated pre-schools with guidance and input from Imogene. Throughout her nineteen years of running the program Imogene encountered many obstacles and quietly used her understanding of positional concepts to go around, under, and finally, over them. During her years at the University Imogene was Manitoba Provincial Director for CAYC, an active member of the Early Childhood Education Council, served on Language Arts Curriculum Committees for the Province of Manitoba and made presentations at many conferences.

As she neared her 65th birthday the Early Childhood Education Council presented her with a painting celebrating childhood in appreciation of her contributions to the education of young children. That same year, armed with the knowledge that she still had much to contribute to the education field , Imogene decided to leave inconspicuousness behind and fight mandatory retirement. She received much support from colleagues and former students and emerged triumphant from that battle.

Since retiring in 1987 Imogene has continued to be in contact with and a support to students, colleagues and the education of young children. Imogene says that her rewards have come from the people with whom she worked. At a 25th reunion of one of her classes former students wrote about how Imogene had affected their lives. All of the students mentioned the questions Imogene had asked, "what have you observed that ...: what have you read that . . .: why do you think that . . ." as being instrumental in helping them become thoughtful and reflective teachers of young children.

Imogene has had a positive and lasting impact on Manitoba's early childhood educators. To this day, thanks to Imogene, they remain questioners and life long learners, and so do the children they have taught!

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FRIENDS OF CHILDREN AWARD

If you know someone you would like to nominate for this award, please use the procedure and criteria below.

PROCEDURE

The submission for nomination(s) must come through a member of the board and seconded by a member of the board. Board members can receive recommendations for nominations from other persons or groups.

The nominator will be responsible to obtain approval from the nominee before submitting the name of the nominee with relative background or biographical

The nomination(s) will come forward at a board or executive meeting from the board member assigned responsibility for the award. This board member or an executive member will present the nomination and speak to it.

The nomination will be passed by the board and/or executive with a consensus decision.

The award will be presented promptly and in person when possible.

Publicity of the award and the recipient(s) will appear in the journal, Canadian Children, and other publications where possible.

Number of awards per year may vary.

CRITERIA

An individual or group, regardless of age.

Has a history of commitment to the CAYC mission statement and/or aims.

Has shown an outstanding scholarly, advocate innovative and/or practical contribution to the well-being of young children.

CAYC membership not mandatory but encouraged.

Canadian citizenship not mandatory