



education review // reseñas educativas

editors: gene v glass gustavo e. fischman melissa cast-brede

a multi-lingual journal of book reviews

May 5, 2011

ISSN 1094-5296

Education Review/Reseñas Educativas is a project of the National Education Policy Center <http://nepc.colorado.edu>

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Jaipaul, R. & Johnson, J. E. (2009). *Approaches to Early Childhood Education* (Fifth ed.) NY: Pearson.

Pp. xx + 420 ISBN 978-0-13-512628-8

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Over the last 30 years, increasing attention has been paid to early childhood education and care services. As early childhood education rises on the agenda of private and public issues, more and more voices are to be heard in more and more settings talking about early childhood education and care. Early childhood education has undergone a great deal of change in a very short time.

While early childhood education remains devoted to excellence, equity and inclusiveness, the field has become more politicized with higher expectations than ever before. One of the ways this has been happening within the context of early childhood education is via the reconceptualization of the field from a variety of perspectives.

Citation: Ahn, Jiryung. (2011 May 5) Review of *Approaches to Early Childhood Education* by Jaipaul, R. & Johnson, J. E.. *Education Review*, 14. Retrieved [Date] from <http://www.edrev.info/reviews/rev1080.pdf>

Today's broad field of early childhood education offers many programs and approaches. An understanding of various approaches and current research is critical for practice. This edition of *Approaches to Early Childhood Education* addresses current tensions in this field and devotes space to explaining new development in curriculum, assessment strategies, and teaching methods.

This book covers an overall introduction, integral dimensions of the early childhood education program, and specific approaches in the United States and Europe. In Part 1, the authors detail the history of early childhood education in multicultural perspective, the program for infant/toddler care, the Head Start Program and the Portage Model, the latter being an international home approach to early intervention for young children and their families. Part 2 contains a model preschool program for children with and without disabilities, a framework for culturally relevant, multicultural and anti-bias education in the twenty-first century, early prevention initiatives, and early development and education program in public schools. Parts 3 and 4 describe specific approaches in the United States and Europe such as the High/Scope model of early childhood education, the Vygotskian approaches to early childhood education, approaches to integrating assessment with curriculum and instruction in early childhood classrooms, the developmental-interaction approach at Bank Street College of education, the Project Approach, Reggio Emilia's approach to early care and education, the Waldorf approach to early childhood education, Montessori education today, and the lastly, the pyramid method.

The authors highlight the importance of viewing early childhood education from multicultural perspectives. Each culture has retained its individuality and language, often in the face of hostility and great adversity. The intermingling of these cultures makes early education programs and the country that houses them much more robust, vigorous, and resilient. Early childhood education is richer due to the diversity represented in any society. The foremothers and forefathers of early childhood education in the United States are different in many ways, but they share an abiding love for children and the strong desire to provide the most motivating and beneficial programs possible for

them. Furthermore, Jaipaul and Johnson emphasize early education practice and policy in infancy, and the toddler years, and primary school years. They provide coverage of the movement toward an aligned and coordinated pre-kindergarten to 3rd grade curriculum. Highlights include Chapter 8 (Early development and education programs in public schools), Chapter 10 (Tools of the mind: The Vygotskian approaches to early childhood education) and Chapter 11 (From spectrum to bridging: Approaches to integrating assessment with curriculum and instruction in early childhood classrooms).

Approaches to Early Childhood Education is an authoritative resource for teacher educators, researchers, and students in early childhood development and education. The authors do an admirable job of covering the intellectual history of the field and innovations in educating young children in diverse contexts. With respect to prevailing and contrasting ideologies, early childhood education is again at a crossroads. Many approaches to instruction, learning, and intentional teaching in early childhood education are presented in this volume. This book assists us all as we grapple with clearer definitions of our field, our identities, and our boundaries.

About the Reviewer

Jiryung Ahn is a full-time lecturer in the department of early childhood education at Uiduk University in South Korea. Her research theme is about early childhood educational curriculum. She is interested in young children's narrative construction, children's social education, and multicultural early childhood education.

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