Chapter 2
Educational Theories Related to Early Schooling Systems

Claudiu Langa

  https://orcid.org/0000-0003-0601-3227
National University of Science and Technology POLITEHNICA, Bucharest, Romania

Adriana Nicoleta Lazar

  https://orcid.org/0000-0002-5206-6437
National University of Science and Technology POLITEHNICA, Bucharest, Romania

ABSTRACT

In an analytical approach, this chapter analyzes the educational paradigms and pedagogical premises of early education, which reinforce and support that the education and protection of early childhood favors individual development. The core of these approaches is the promotion and practice of a child-centered education, which contributes to healthy physical and mental development, and to the solid social and emotional development of the future adult. In this chapter, several dimensions outlined by the educational paradigms regarding early education will be analyzed, highlighting at the same time the open character of the approaches towards scientific research and later educational theories. The authors believe that some conceptual delineations regarding early education are useful, at least as a summary sequence to provide a basis for the arguments presented. The need for early intervention in child development has not been contested, but the support from some pedagogical theories completes the objectives assumed by educational policies.

1. CONCEPTUAL LIMITATIONS REGARDING EARLY EDUCATION AND ARGUMENTS IN FAVOUR OF EARLY INTERVENTION IN CHILD DEVELOPMENT

Embroidered through different concepts - early childhood development, early childhood, early learning - early education covers several approaches, either as a period in a child's life (0-8 years), either as an essential stage for the child's development, in which progress in development is evident, or an interventional framework through which early intervention can be taken to optimize the training of the future adult, through the implementation of integrated policies.

Hence, early childhood represents the crucial formative phase encompassing significant milestones in an individual's development (Muhammad Nasiru, Abdul Halim, Norulhuda et al., 2019). This phase spans from birth to eight years of age and underscores the paramount importance of high-quality prenatal care (source: https://www.impact.upenn.edu/early-childhood-toolkit/what-is -early-childhood/). During this period, the emphasis is on the acquisition of various skills by children, including socio-emotional skills, numeracy, literacy, and critical thinking. Furthermore, this period lays the groundwork for the establishment of social skills (source: https://www.socialstudies.org/position-statements/early-chil dhood-social-studies-context).

Early childhood education and care encompass regulated arrangements that provide both education and nurturing for children from birth until they reach the age of compulsory primary school attendance (source: https://education.ec.europa.eu/education-levels/early-childh ood-education-and-care). This period plays a pivotal role in shaping a child's overall development (source: https://www.unicef.org/early-childhood-development).

The OECD regards high-quality early childhood development and education as a crucial economic indicator when evaluating a society's well-being and future prospects. It is recognized as an important goal for sustainable development, social inclusion, and economic advancement. The learning, development, and well-being of children are profoundly influenced by their daily interactions with peers, adults, families, and their environment. Consequently, it is imperative to formulate policies that ensure the provision of quality education within early childhood education institutions (OECD, 2021).

UNESCO advocates that inclusive early childhood care and education serve as the cornerstone for emotional well-being and lifelong learning. It is viewed as one of the most valuable investments a society can make, fostering comprehensive development, gender equality, and social cohesion (source: https://www.unesco.org/en/early-childhood-education). The foundation of early education rests upon the relationships that children cultivate within their families and communities. Young children, through

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/educational-theories-related-to-early-schooling-systems/337477

Related Content

Unlocking the Doors: Opening Spaces for Inclusive Pedagogy – The Implementation of Culturally Sustaining Pedagogy+ in Teacher Education
Mary Kellyand Christina Wright Fields (2020). *Integrating Social Justice Education in Teacher Preparation Programs (pp. 1-28).*
www.irma-international.org/chapter/unlocking-the-doors/256311

Teachers' Attitudes Towards the Effectiveness of Collaborative Reflection Support Method: The Impact of Achievement Goal and Community Identification
Ying Yan, Rong Yan, Samad Zareand Yixuan Li (2023). *International Journal of Teacher Education and Professional Development (pp. 1-18).*
www.irma-international.org/article/teachers-attitudes-towards-the-effectiveness-of-collaborative-reflection-support-method/333899

The Role of Early Learning Experience in Shaping Teacher Cognition and Technology Use
Mariam Attia (2014). *Cases on Teacher Identity, Diversity, and Cognition in Higher Education (pp. 1-21).*
www.irma-international.org/chapter/the-role-of-early-learning-experience-in-shaping-teacher-cognition-and-technology-use/107871

Teachers' Experience in Schools in New Ethnic Communities: An Exploratory Study
Alfred Kuranchie (2020). *International Journal of Teacher Education and Professional Development (pp. 65-78).*
www.irma-international.org/article/teachers-experience-in-schools-in-new-ethnic-communities/256591

A Self-Study of Factors Affecting the Collaboration Between University and School Professionals