

Concerns and Comments on Changes to NAEYC Principles of Child Development Rm 1

- That technology is a principle, versus a tool or a means. Too much critical importance when research shows that technology is not a “need” for healthy development. (With the exception of special needs)
- The misunderstanding that may take place in the way that NAEYC’s statement gives importance to technology
- Especially in the recent environment of remote learning, a national endorsement of technology muddies the waters of reducing screen time.
 - For example, New York has eliminated “snow days” and replaced them with remote learning. Where is the play? Where is the free time to go out? Explore?
- The tech corporations that “support” - provide equipment - have little to no experience in early childhood education, and not necessarily the best interests of children and their development in mind.

Concerns and Comments on Changes to NAEYC Principles of Child Development Rm 2

Teachers feel obligated to use without necessarily knowing age appropriateness

Principle 9 is too vague and too much room for misinterpretation

Already there is too much screen time and not enough time for play

Old Principle 7 needs to be back bc it is important to have secure and consistent relationships

Missing the beliefs of Maslow and Vygotsky in the new document

Concerns and Comments on Changes to NAEYC Principles of Child Development Rm 3

Curriculum includes plans for teaching as well as what teachers actually teach (the enacted curriculum-Elliot Eisner, 1985) . This idea was proposed in the listening sessions. Their definition of curriculum is very traditional-it must be written down. What about the hidden curriculum (values, etc.). Also, let's remember the emergent curriculum.

We think the separate principle relating to relationships was important-it should have been included in the new document!

What about evaluation as it relates to the curriculum? Is what is being taught ethical, right.