



Tell me your child's development story...

Assimilating critical perceptions of developmental knowledge among pre service preschool teachers

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Abstract

In the last few years the criticism towards the central theories in the child development domain has risen due to the manner in which reflects an ethnocentric-western point of view of the development process. In this article, the implementation methods of the critical thinking procedures presented with regard to the developmental body of knowledge and the methods of use, which are customary in it, as they were understood during the study course in the yearly research seminar, which took place in Gordon Academic Collage. During the course, the students were asked to prepare a Case Study research based on the analyses of stories being told by parents to kindergarten children concerning the development of their child. The structuring of critical thinking in the course was done in four stages, and the students acquired tools for critical thinking from stage to stage. This course is a significant stage in the development of the training procedure, which will convey the realization of the different modes in which knowledge is acquired and implemented. In addition, the course can sharpen the sensitivity to bi-personal and bi-cultural variance, which found at the heart of the meeting between the kindergarten teacher and the parents.