

How Kindergarten Has Changed From What We Once Knew It As

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Abstract

Heteronormativity is the belief that people fall into distinct and complementary genders with natural roles in life. The idea is that the culture within elementary schools influences the children's academic, behavioral, and psychological well-being. The methodological approach of this research will include both qualitative and quantitative analysis, specifically interviews with teachers and content analysis of the classroom environment. While observing the classroom environment I will better understand the qualitative and quantitative aspects of heteronormativity. After observation, I believe the results we discover will determine just how prevalent heteronormativity is among kindergarten school classrooms.

Theoretical Groundings

George Herbert Mead believed that children found out who they are and where they fit into society by "taking the role of the other." Stage two in his theory is called the play stage. Mead says that children ages four to seven spend many hours a day in a world of play, pretending to be mothers, police officers, doctors, etc. He believes, "he learns who he is by 'being' who he is not."

Methods

Step One

- Analyze relevant research pertaining to heteronormativity

Step Two

- Collect Qualitative & Quantitative Analysis from kindergarten classrooms

Step Three

- Gather and review data from interviews and content analysis

Step Four

- Results showing how prevalent heteronormativity is in kindergarten

Question

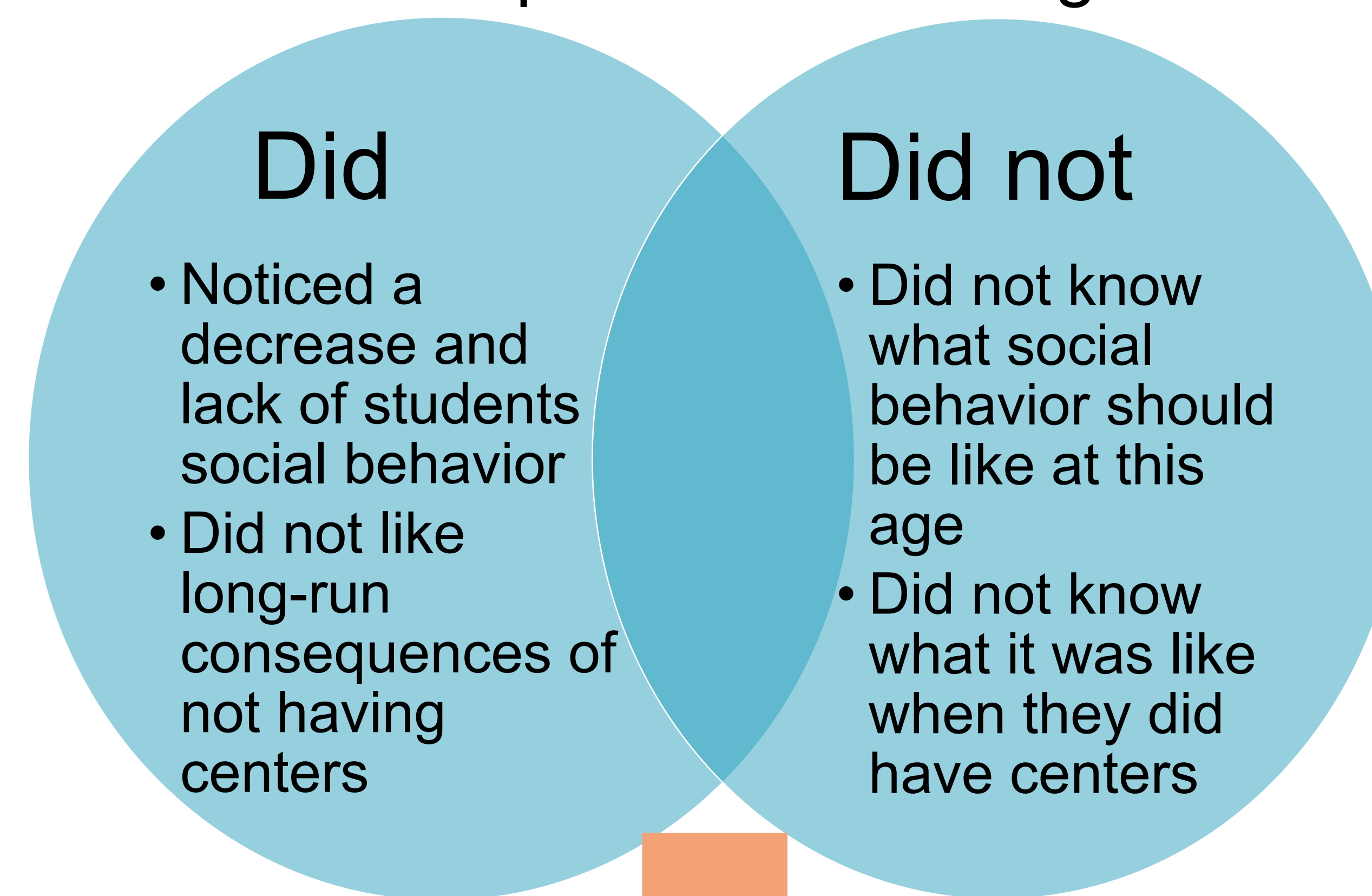
How has Kindergarten changed and what are the implications of this change?

Data Collected from Interviews

- "As the state standards change and the state expects them to do more higher academic things in Kindergarten, we lose some of our center times."
- "The way that I was taught, my room is not set up that way. We were taught to divide our rooms into each center."

Implications of Change

Teachers exposed to teaching Pre K



Teachers who were exposed to the important traits Centers allowed their students to develop, saw just how much an affect not having them had.

Classrooms



Implications for Further Research

Finding out when state curriculum changed, why centers are no longer incorporated in Kindergarten especially when Pre-K is not a mandatory grade level, and the actual affects not having Centers versus having Centers has on students of this grade level.

Works Cited

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