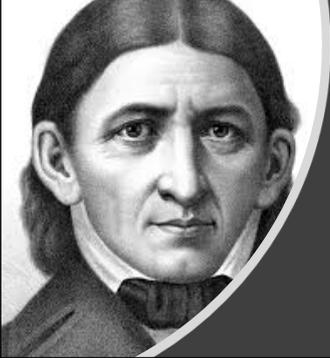


Early Childhood Theorists with Aaron & Debbie – Part 3

Froebel



Discovering Early Childhood Theorists
Week 3
Froebel

By Aaron Bradbury & Debbie Garvey

Friedrich Froebel was probably the most influential educationalist of the 19th century. He turned common sense upside down by arguing that the most important part of schooling was the pre-school period.

He claimed that the health and happiness of the individual, the family and the state depended on the quality of pre-school education



Weston, P. 2000 p.1
Friedrich Froebel: His Life, Times & Significance.
Roehampton: University of Surrey.

So who is Froebel?

1816
Opened Universal German Education Institute (for children 7 years old and above)

1817 or 1839
Opened a centre for early childhood education in Blankenburg, Prussia, that he originally called the 'Play and Activity Institute'

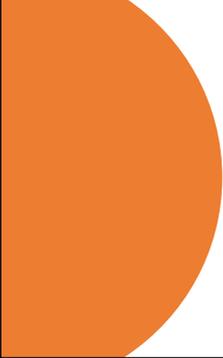
In 1840
Froebel renamed the centre Kindergarten or "garden of children."



Friedrich Wilhelm August Froebel 1782 -1852

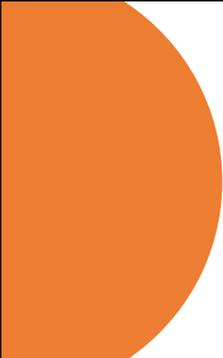
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Froebel



- His mother died when he was a baby, and he had a difficult childhood, his father sent him to an all girls school.
- Things improved greatly for Froebel when an uncle gave him a home and sent him to a school for boys.
- He loved learning and tried various jobs, until finding his vocation in teaching at a progressive school in Frankfurt which used the philosophies of Pestalozzi
- He spent time in jail for an unpaid debt, and undertook military service in the Napoleonic wars.
- 1826 published what is considered his most important piece, *The Education of Man (Menschenziehung)*
- 1851 The Grand Duke of Weimar gave Froebel the Marienthal Castle to set up a kindergarten teacher training facility
- 1851 the Prussian government banned the kindergarten movement. Sadly, Froebel did not live to see the ban lifted in 1860.





'Play is the purest and most spiritual product of the child, and at the same time it is a type and copy of human life at all stages and in all relations.

So it induces joy, freedom, contentment, inner and outer repose, peace with all the world.

From it flows all good'

(Froebel, c. 1826, trans 1912, pp. 50-51)



Play

Play is

- especially in childhood, is a mirror both of thoughts and feelings, and of surroundings.
- the free activity of the child and the mobility and consequent responsiveness of the object.

A plaything is any thing which is related to the child as a means to purpose, and which, by creating pleasant anticipation, calls forth play in which he finds fresh and continuous pleasure.



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Key points

- Early years the most important
- Free play
- Considered the theorist who started the movement to train women
- Set up 6-month certified training courses



Links to other early education pioneers?

Robert Owen (1771- 1858)
Born in Newtown, Wales.

- Son of the local ironmonger, who was also the postmaster
- Improved the conditions of cotton mills, first in Manchester, then in New Lanark, Scotland
- Invested greatly in the living conditions and communities of his workforce - including safe housing, as well as concerts, dancing, music-making and pleasant landscaped areas for the benefit of the community.
- Created creche facilities for working mothers, free medical care, and a comprehensive education system for children, including evening classes for adults
- 1st January 1816 opened the first infant school in Great Britain at the New Lanark mills
- Refused corporal punishment to be used in his schools
- Children under 10 were not allowed to work in the Mill.

"Where are these rational practices to be taught and acquired? Not within the four walls of a bare building, in which formerly apprentices, that in the nursery, playground, fields, gardens, workshops, manufacturing mansions and class-rooms... The best collected from all these sources will be concentrated, explained, illustrated, made obvious to all, and shown in their direct application to practice in all the business of life..."
[Book of the New Moral World 3rd Part 1842]

"There must be no longer made the slaves of, or dependent upon men... They will be equal in education, such part, 1841"



George Cadbury (1839-1922)
Birmingham

- Believed in treating workers well, having good working conditions and paying decent salaries
- In 1879, original 16 houses built, then in 1893, bought 120 acres of land, and paid for the building of traditional 'arts and crafts' style homes, with large gardens and modern interiors, 'a garden village'
- Included spaces for parks and gardens, swimming and sports
- Offered adult education classes to workers
- Set up Bournville Village Trust in 1900
- Bournville Village School, founded in 1906 as a personal gift from George
- by 1960 the trust held 1,000 acres with 3,500 houses.



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Titus Salt - (1803 - 1876) Leeds/Bradford

- Born near Leeds, in 1803
- Became a prosperous mill owner, in nearby Bradford, where he later became mayor
- In 1830 Titus Salt married Caroline and they had 11 children
- In 1853 opened Salt's Mill (on his 50th birthday)
- Over the next 20 years Salt built houses, community buildings, parks and a school for his workers
- Charles Dickens article "The Great Yorkshire Llama" is said to be about Titus Salt and his famous use of Alpacas wool
- Became Sir Titus salt in 1869
- Many of the streets in Saltaire are named after his children
- The last building in Saltaire was finished in 1876, and Sir Titus Salt died later that year





There is no description, no image in any book that is capable of replacing the sight of real trees, and all of the life to be found around them in a real forest.

— Maria Montessori —

AZ QUOTES

Principles (adapted from Tina Bruce, 2011, Nursery World)

These are some of the most important principles of Froebel's pioneering work:

- Observation-based assessment
- Finger rhymes/action songs, storytelling, music and dance ... contribute to the development of literacy
- Family (being loved and valued) is central to the development and learning of the child
- Freedom of movement/self activity is important, but ... the role of the adult is crucial.
- Wooden blocks (the Gifts) and workshop experiences (the Occupations) including all the arts contribute in deep ways to development and learning
- Making connections between what is already known and new, unfamiliar situations and experiences is a powerful part of learning
- Children are thought to be trying to lead good lives, and if their good intentions are the focus, adults can help them to develop self-discipline, and to self-manage their behaviour with increasing effect
- Understanding and working with nature in the garden is a central part of developing learning
- Learning begins at birth and continues throughout life, so that childhood is important in its own right and not simply a preparation for adulthood.



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Froebel Gifts



Froebel's original 'Gifts' are a series of specifically designed objects that were meant to be given to children to explore and create. The objects were designed to be used in open-ended play activities, and each gift was meant to help the child begin to understand the properties or affordances of objects in relation to him/herself and the surrounding world.

(Quinn 2013, p.1)

<https://mandala-montessori.eu/en/froebel-gifts/311-froebel-complete-set.html>

Froebel in Practice

Children learn best through play

Independent child

Process



"Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."

Let's take a history lesson



Froebel Kindergarten Gifts Early Childhood Education History of Toys

https://www.youtube.com/watch?time_continue=9&v=LNbzmCKLNdU&feature=emb_title

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Bruce, T. (2011) 'EYFS Best Practice: All about ... Friedrich Froebel.' London: Nursery World
<https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-friedrich-froebel>

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<https://www.froebel.org.uk/resources/froebel-s-gifts/>
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<https://www.newlanark.org/introducing-robert-owen>
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George Cadbury
<https://www.bvt.org.uk/our-business/the-bournville-story/>
<https://www.cadbury.co.uk/about-bournville>
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Sir Titus Salt
<https://salthirevillage.info/index.html>
http://www.saltmill.org.uk/pdf/titus_low.pdf

A presentation brought to you by

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EY Matters
Changing the Script for Early Childhood Practice