

Introduction

In the Fall IJWC 2016 publication, three manuscripts provide teachers with information and insight toward improving appropriate and effective instruction for diverse groups of children. Viewing Pictures for Reflection, readers discover how engaging, intellectual, and academic dirt truly can be. In the segment titled Etc., two authors describe ways in which schools directly linked with their communities in partnerships.

Articles

In the first article, “Are Korean Early Childhood Teachers Becoming More Responsive to Multicultural Children?” authors, Reina Park, James Hoot, and Hyejin Shin, analyze data drawn from the Korean Institute of Child Care and Education (KICCE) survey. These researchers were interested in the progress being made in the preparedness of Korean teachers to address diversity issues. Findings indicate teaching experience, close teacher-child relationships, and awareness of recent standardized curriculum may play a role in higher levels of diversity self-efficacy of early childhood educators. The study concludes with policy recommendations describing the roles of teacher dispositions and university education.

In the second article, “Technology Integration into Early Childhood Education,” Shaunna Smith, Lauren Burrow, Kathy Fite, and Laurie Guerra explore the context for technology and technology integration into early childhood classrooms. Defining technology assumes different meanings. For the early childhood educator, there are multiple concerns about technology integration that go beyond access and classroom management of student use. Considering the current trend to eliminate the standalone technology course in favor of technology integration into methods and content courses, these authors were interested in the implications for early childhood teacher practice. “Are university instructors effectively modeling the knowledge early childhood teacher candidates need?”

In the third manuscript, Kathleen Fite provides readers with a review of Kirylo’s book, *Teaching with purpose: An inquiry into the: who, why, and how we teach*. Fite outlines Kirylo’s discussion describing the importance of teachers’ purposeful thoughts and actions. Fite describes how Kirylo believes, in order to be “change agents” on behalf of equity and justice for all children, teachers build and maintain culturally responsive classrooms. What collaborative efforts do teachers engage on behalf of genuine partnerships and relationship building? In building respectful and trustful relationships, what is important for teachers to know about themselves and others? After reading this review by Fite, readers will be left wanting to read the text for themselves.

Pictures for Reflection

Two photographs capture a child's total involvement while their playing in the dirt. Titled, *Digging in the Dirt is Serious Business*, the descriptive cutline provides insight for readers on what learning is actually occurring. After reflecting upon these many learning possibilities, classroom teachers will insist on creating an area for dirt and mud play for their students.

Etc.

In an effort to describe unique learning experiences, the ETC. section provides readers with two extraordinary ways to celebrate and partner with the community.

In the first Etc. article, "The Halloween Holiday: A time for Community Celebration", Claudia best describes how for more than 40 years, a school in New York, uses the Halloween holiday as a town-wide celebration. From the morning assembly where children perform skits, songs, and poetry to the afternoon parade through the town, the children, teachers, and community members use this day to celebrate their school and children. In addition to maintaining academic excellence, this elementary school intentionally integrates curriculum, actively involves families and businesses as learning partners, and respects that children are unique and deserve a range of diverse learning possibilities.

In the second Etc. article, "Growing Up Healthy: from the Farm to the Cafeteria," Tylar Setser provides a step-by-step guide to creating this partnership. She describes how to build a relationship between a local farmer and the school. Collaboration among the farmer, cafeteria staff, families, teachers, and children becomes a life-long commitment toward healthy eating and nutritious choices. She provides ways to effectively plan, clearly communicate, and cautiously avoid pitfalls.