

Comparative Study of Perceptions of Early Childhood Education among Japanese, German, and US Preschool Teachers Using Multi-Vocal Ethnography Method

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Abstract

This study is on comparative analysis of the perceptions of early childhood education among preschool teachers of Japan, Germany, and the United States. The data are the teachers' narratives upon viewing a video of "dramatic play in kitchen area" in Japan and Germany. The results show that the teachers of Japan, Germany,

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and the United States view “friendship”, “teacher’s role”, and “development” accordingly.

It is common among all three participating countries to value children’s initiatives. Japanese teachers are most sensitive against the teachers’ leadership. In Germany and the United States, the teachers are more conscious about the teachers’ roles. In Germany and Japan, where the interests in early childhood education is increasing due to the result of PISA test, the focus will seemingly be on the teacher’s role as an instructor.

[Key Words] Comparative Study, Perception, Ethnography