

EDUCATING **and CARING for** **VERY YOUNG** **CHILDREN**

**The Infant/Toddler
Curriculum**

Second Edition



Doris Bergen • Rebecca Reid • Louis Torelli

Foreword by Bettye Caldwell

Educating And Caring For Very Young Children The Infant Toddler Curriculum

Ann Lewin-Benham



Educating And Caring For Very Young Children The Infant Toddler Curriculum:

Educating and Caring for Very Young Children Doris Bergen, Rebecca Reid, Louis Torelli, 2001 This volume focuses on play as the basis for curriculum and shows how infant toddler educators can combine theory and practice taking into account both the physical and social environments Through case descriptions of actual children this insightful volume discusses how to accommodate children with different development levels backgrounds personalities and special needs The authors also examine infant toddler curriculum in the context of family community and society and explore ways to enhance curriculum quality

On Being and Well-Being in Infant/Toddler Care and Education Mary Benson McMullen, 2022 With its real life stories and invitations for reflection and conversation this book is an ideal professional development resource for pre and in service birth age 3 professionals The author shares lived experiences of being in four distinctly different baby rooms as a researcher over extended periods of time She frames each life story around elements of well being and asks readers to consider whether and how environmental and relational factors supported or hindered the physical psychological and emotional well being of the children and adults The author encourages readers to see themselves in the stories to consider how they may have acted in the circumstances described and to deliberate on their own practices and beliefs With empathy and respect McMullen fully conveys an intent to elevate celebrate and honor those who spend their days in infant toddler care and education while examining the critical role all adults in society play in the lives of our youngest citizens Book Features Invites personal reflection and discussion with colleagues in the form of prompts and questions after each story Provides a friendly but scholarly look at the spaces conditions and quality of birth to age three settings the area of fastest growing need in early childhood care and education ECCE Focuses on the well being of the adults and children featured in the book providing a holistic perspective on their needs motivations and experiences Emphasizes a here and now perspective in contrast to books that tend to focus primarily on preparing children for future outcomes and accomplishments

Inclusion in the Early Childhood Classroom Susan L. Recchia, Yoon-Joo Lee, 2015-04-18 In this engaging book the authors share stories from their practice and research about several young children with a variety of developmental delays and disabilities and their teachers They explore the ways that teachers and children respond in real classrooms to real challenges examining both those opportunities that are capitalized on as well as those that are missed The book addresses a wide array of issues that contribute to our understanding of what makes a difference in the inclusive early childhood classroom including the role of development ways of honoring different learning styles building a sense of classroom community addressing power dynamics and responding to conflict with both teachers and peers This practical resource introduces a framework that will inspire early childhood teachers to reflect on their own practices and take action to develop new strategies for teaching in inclusive classrooms

Starting With Their Strengths Deborah C. Lickey, Denise J. Powers, 2015-04-17 This book provides a comprehensive and practical guide to using the project approach when teaching

young children with special needs While focusing on children s individual strengths which include their interests intelligences and unique styles of learning this resource demonstrates teaching strategies that address multiple areas of development Using scenarios from their own practice The authors examine the process of accessing children s strengths to facilitate social emotional cognitive and motor development including concepts and skills The authors provide tools to determine organize and plan with children s strengths and demonstrate the use of documentation as an authentic assessment of children s skills and goals Teachers will use this book to create learning environments that enrich learning for all children

Resources in Education ,2001-04 *Exploring Mathematics Through Play in the Early Childhood Classroom* Amy Noelle Parks,2015-04-28 This practical book provides pre and inservice teachers with an understanding of how math can be learned through play The author helps teachers to recognize the mathematical learning that occurs during play to develop strategies for mathematizing that play and to design formal lessons that make connections between mathematics and play Common Core State Standards are addressed throughout the text to demonstrate the ways in which play is critical to standards based mathematics teaching and to help teachers become more familiar with these standards Classroom examples illustrate that unlike most formal tasks play offers children opportunities to solve nonroutine problems and to demonstrate a variety of mathematical ways of thinking such as perseverance and attention to precision This book will help put play back into the early childhood classroom where it belongs Book Features Makes explicit connections to play and the Common Core State Standards in Mathematics Offers many examples of free play activities in which mathematics can be highlighted as well as formal lessons that are inspired by play Provides strategies for making assessments more playful helping teachers meet increasing demands for assessment data while also reducing child stress Includes highlight boxes with recommended resources questions for reflection key research findings vocabulary lesson plan templates and more This is one of those books that I wish I had written It is smart readable relevant and authentically focused on children From the Foreword by Elizabeth Graue Sorenson Professor of Early Childhood Education University of Wisconsin In this deceptively easy to read book Amy Parks explains two things that could make a world of difference in early childhood and elementary classrooms Mathematics isn t something in a workbook it s a fascinating part of the real world And playing in school isn t a luxury it s an essential context for learning about all sorts of things including mathematics Through vignettes of children learning mathematics as they play Parks helps teachers recognize their answerability to the moment eschewing someone else s determination of best practice in favor of what works with actual children eager to learn mathematics Rebecca New School of Education University of North Carolina at Chapel Hill **Leading Anti-Bias Early Childhood Programs** Louise Derman-Sparks,Debbie LeeKeenan,John Nimmo,2015 With a focus on the leader s role in initiating and sustaining anti bias education in programs for young children and their families this book is both a stand alone text and a perfect companion for Anti Bias Education for Young Children and Ourselves It emphasizes that this work is not only about changing curriculum but requires thoughtful

strategic long term planning that addresses all components of an early childhood program With a powerful combination of conceptual frameworks strategies and practical tools Louise Derman Sparks renowned expert on anti bias education together with experienced early childhood directors Debbie LeeKeenan and John Nimmo explain the structural and individual changes leaders must foster Featuring the authors extensive experience in the field supplemented with insights from other anti bias educators they build on and expand current thinking about best early childhood leadership practices This is an essential resource for anti bias education leaders engaged in change in the wide range of early childhood care and education settings

Book Features The principles guidelines and strategies needed for school and program wide transformation Activities for working with teachers and families to integrate an anti bias approach Strategies for supporting and strengthening the leader s ability to initiate and sustain anti bias education change including resources to increase staff skills for implementing anti bias education with children Tools for assessing anti bias education progress and managing mandated standards and assessments A concise and powerful message for anti bias leaders in early childhood education everywhere A truly inspired gift of lessons from the movement for the movement Carol Brunson Day President of the Board National Association for the Education of Young Children If you are an educator wanting to see more equity and inclusiveness in the world at times discouraged confused or overwhelmed with how to manage the conflict that always emerges in the change process you ll find reassurance resources and strategic thinking to engage in this anti bias work Margie Carter author *The Visionary Director* and international early childhood consultant It is never too early to prepare children to deal effectively with issues of race class gender family and ability and equity This book is a tool box for building early childhood programs that foster sentiments of justice and fairness in leaders teachers and young children and help them to act on these values Herbert Kohl educator and bestselling author of *The Herb Kohl Reader* *Awakening the Heart of Teaching* *Everyday Artists* Dana Frantz Bentley, 2015-04-25 For the young child art is a way of solving problems conceptualizing the world and creating new possibilities In *Everyday Artists* the author addresses the disconnect that exists between the teaching of art and the way young children actually experience art In doing so this book questions commonly held notions and opens up exciting new possibilities for art education in the early childhood classroom A practicing teacher herself Bentley uses vignettes of children s everyday activities from block building to clean up to outdoor play to help teachers identify and scaffold the genuine artistic practice of young children **Book Features** Tangible examples of everyday arts experiences told through lively classroom stories An examination of the teacher s role with suggestions of appropriate ways to support children s artistic expression Clear explanations of how inquiry and creativity contribute to the overall thinking and learning of the young child A Voice of the Teacher section that offers teaching strategies for extending children s thinking and learning A wide range of ideas for teachers who feel they do not know how to do art Dana Frantz Bentley is a teacher researcher and preschool teacher at Buckingham Browne and Nichols School in Cambridge Massachusetts She received a Doctorate of Education Art and Art

Education from Teachers College Columbia University Much has been written about the role of the arts in education especially about the importance of the arts to early childhood learning Dana Frantz Bentley endows the arts with an additional and central kind of significance rooted in a broad conception of cognition From the Foreword by Judith M Burton Teachers College Columbia University Like the young children she describes Dana Frantz Bentley is an everyday artist making something beautiful of her informed and thoughtful pedagogy There is much to learn from the artful reflection and generative inquiry of this inspired early childhood educator Jessica Hoffmann Davis author of *Why Our Schools Need the Arts*

The Early Intervention Guidebook for Families and Professionals Bonnie Keilty, 2016-05-01 This guidebook on family professional partnerships has been used as a go to early intervention resource in university coursework for inservice professional development and as a support to families in or considering early intervention This new edition has been completely revised to reflect recent research and respond to feedback that the author accumulated from users of the book including practicing professionals and university instructors With a focus on how families and professionals can collaborate effectively so that infants and toddlers 0 3 learn grow and thrive chapters address child learning and development family functioning and priorities early intervention as a support and not a substitute and planning what s next after early intervention Specific components of early intervention evaluation and assessment program planning intervention implementation service coordination and transition are also discussed This hands on resource uses stories of families in early intervention to illustrate key concepts and provides checklists that readers can use to assess their experiences in early intervention This guidebook is my go to source with families professionals and students The newest edition expands upon an already exceptional book with the most recent policy and evidence based practice recommendations I can t keep enough copies in my library Susan Fowler director Illinois Early Intervention Clearinghouse Supporting and empowering parents to help their infants and toddlers with delays and or disabilities to learn and grow is key to future successes Bonnie s Keilty s comprehensive work on the new edition of *The Early Intervention Guidebook for Families and Professionals* will help to insure that Part C Early Intervention around the country will stay focused on its work with and for families Roxane Romanick Founding Board Member Early Intervention Family Alliance

The States of Child Care Sara Gable, 2014 As the U S economy continues to falter and families face ongoing wage stagnation and widening income inequalities there is an urgent need for a better integrated approach to child care This accessible up to date account of the chronic issues plaguing child care reform offers viable solutions drawn from a model state child care system in the state of North Carolina Original data from interdisciplinary research illustrates the complex landscape of U S child care as well as the ambiguous relationship society has with the sobering statistic that 64% of women with children under six are employed and in need of reliable high quality care of their young children Book Features The history and demographics of U S child care policy Analysis of several persistent forces impeding the emergence of a national child care system Contemporary ideas about motherhood

employment and providing child care for pay An extensive review of research on child care and child development
Recommendations focusing on policy integration and workforce development In The States of Child Care Sara Gable gives
voice to the perspectives of parents practitioners and advocates to help readers deepen their understanding of our past what
needs to change in the present and what strategies they can use to make progress now From the Foreword by Marcy
Whitebook Director Center for the Study of Child Care Employment Berkeley CA Sara Gable is an associate professor and
extension specialist in the Department of Nutrition and Exercise Physiology at the University of Missouri

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