

A photograph of five young children of diverse backgrounds digging in a garden. They are using small blue and yellow shovels to dig in the dark soil. One child on the right is holding a white bag filled with small, light-brown objects, possibly worms or seeds. The background is a clear blue sky.

Educating Young Children

SECOND EDITION

*Mary Hohmann and
David P. Weikart*

High/Scope Educational Research Foundation

Educating Young Children Active Learning Practices For Preschool And Child Care Programs

**Mac Naughton, Glenda, Williams,
Gillian**



Educating Young Children Active Learning Practices For Preschool And Child Care Programs:

Educating Young Children Mary Hohmann, David P. Weikart, 1995 Divided into three parts this book reviews the basic concepts of the High Scope preschool curriculum and its development implementation and effectiveness The introduction offers a retrospective of the program s history describes the five basic principles that form the framework of the approach and discusses some of the reasons for its effectiveness Part 1 analyzes the core idea in the development of the High Scope curriculum active learning The concept of active learning is discussed in several contexts as an essential ingredient for learning as a basis for how adults can create a supportive social climate and as a foundation for working with the families or working as a team to make the active learning process effective in a particular setting with a particular group of children Part 2 discusses methods for creating an environment that promotes active learning It suggests selecting and arranging materials from which children can choose and manipulating and developing the daily routine so children have many opportunities to initiate plan carry out and discuss their actions and ideas Part 3 introduces 58 key experiences that can guide adults while they plan activities to support development in creative representation language and literacy initiative and social relations movement music classification seriation number space and time Each chapter includes a list of references and related readings AA Teaching Young Children: Choices In Theory And Practice Mac Naughton, Glenda, Williams, Gillian, 2008-11-01 This book presents early childhood students and staff with a broad and diverse range of teaching techniques to support children s learning It examines 26 techniques ranging from simple ones such as describing and listening to more complex methods such as deconstruction and scaffolding The strategies selected are derived from the best current research knowledge about how young children learn A detailed evaluation of each strategy enables childcare staff early childhood teachers and students to expand their repertoire of teaching strategies and to critically evaluate their own teaching in early childhood settings Vignettes and examples show how early childhood staff use the techniques to support children s learning and help to bring the discussion of each technique to life Revised and updated in light of the latest research new features include Coverage of the phonics debate Addition of ICT content Questions for further discussion Revision to the chapter on problem solving Updated referencing throughout *Teaching Young Children* is key reading for students and experienced early childhood staff working in diverse settings with young children Introduction to Early Childhood Education Eva L. Essa, Melissa M. Burnham, 2019-01-09 *Introduction to Early Childhood Education* provides current and future educators with a highly readable comprehensive overview of the field The underlying philosophy of the book is that early childhood educators most important task is to provide a program that is sensitive to and supports the development of young children Author Eva L Essa and new co author Melissa Burnham provide valuable insight by strategically dividing the book into six sections that answer the What Who Why Where and How of early childhood education Utilizing both NAEYC National Association for the Education of Young Children and DAP Developmentally Appropriate

Practice standards this supportive text provides readers with the skills theories and best practices needed to succeed and thrive as early childhood educators

An Introduction to Young Children With Delays and Disabilities Richard M. Gargiulo, Jennifer L. Kilgo, 2024-07-29 *An Introduction to Young Children With Delays and Disabilities* Birth Through Age Eight introduces readers to educational policies services and practices for future educators serving young children birth through age eight with delays and disabilities in early intervention early childhood special education EI ECSE Thoughtfully and comprehensively addressing the needs of young children and their families authors Richard M Gargiulo and Jennifer L Kilgo offer interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making cultural and linguistic responsiveness and appropriate instruction and interventions in classroom settings and beyond The Sixth Edition has been thoroughly updated to incorporate the Initial Practice Based Professional Preparation Standards for Early Interventionists Early Childhood Special Educators developed by the Division for Early Childhood DEC and Council for Exceptional Children CEC in 2020 as well as the DEC Recommended Practices

Primary Prevention Works Thomas P. Gullotta, 1997 Part 4 examines school age programs ranging from interventions in school settings to developing social competency and job readiness And Part 5 focuses on prevention interventions in adulthood specifically unemployment and depression

An Introduction to Young Children With Special Needs Richard M. Gargiulo, Jennifer L. Kilgo, 2019-01-08 *An Introduction to Young Children with Special Needs* Birth Through Age Eight is a comprehensive introduction to educational policies programs practices and services for future practitioners serving young children with delays or disabilities in early intervention early childhood special education EI ECSE Thoughtfully addressing the needs of children at risk for learning or development delays or disabilities revered authors Richard M Gargiulo and Jennifer L Kilgo offer evidence based interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making developmentally appropriate practices cultural responsiveness and activity based intervention The Fifth Edition includes the latest developments in and influences on the field of early intervention and early childhood special education including the Division for Early Childhood s DEC Recommended Practices which are infused throughout the text With the support of this current and innovative book readers will gain a firm understanding of the complex field of EI ECSE to assist them in their future study and careers A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 6571 8 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school s learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your

students needs SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources

Applied Cognitive Research in K-3 Classrooms S. Kenneth Thurman, Catherine A. Fiorello, 2014-04-04 This volume summarizes research on important topics in cognitive research and discusses what must be done to apply this research in early elementary classrooms Purposefully it focuses on areas of cognitive research that have only recently begun to be studied in early elementary classrooms or that based on educational and psychological theory appear to have the greatest implications for early classroom learning Part 1 Cognitive Applications in Early Elementary Classrooms examines topics germane to the cognitive functioning of young children working memory executive functioning theory of mind phonemic awareness and neuropsychological processing in the context of early elementary classrooms Part 2 Considerations for Further Research Methods Policy and Issues looks at practical and methodological issues of which applied cognitive researchers must remain cognizant methodology research designs the gap between science and policy and means by which this gap can be diminished and the need to consider how issues like ecological validity individual differences treatment integrity and the relation between assessment and intervention are integral to designing applied cognitive research studies The current emphasis on empirically supported treatments and research based teaching and intervention in the schools and legislation such as No Child Left Behind and the Individuals with Disabilities Education Improvement Act have focused attention on the scientific basis of educational practice However applying research to the environment of the schools is not an automatic process Bridging the gap has several prerequisites researchers must attend to the ecological validity of their studies universities must incorporate the results of research into their pre professional training programs and schools must support their inservice staff in developing new knowledge and skills Applied Cognitive Research in K 3 Classrooms contributes strongly to these goals not only by providing researchers professionals and graduate students in the fields of cognitive psychology school psychology educational psychology educational research and early elementary level education with current understanding but also helping to set an agenda for further research that applies cognitive psychology in early elementary classrooms

Routines and Transitions Nicole Malenfant, 2006-09-01 Making the routines and transitions constituting over 50% of the childcare day a quality learning experience

Early Childhood Education Moncrieff Cochran, Rebecca S. New, 2007-01-30 Early childhood education has reached a level of unprecedented national and international focus Parents policy makers and politicians have opinions as well as new questions about what how when and where young children should learn Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children s early learning and brain development Early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation s future economic outlook As a groundbreaking contribution to its field this four volume handbook discusses key historical and contemporary issues research theoretical perspectives national policies and practices

Learning to Teach in the

Primary School Teresa Cremin, Cathy Burnett, 2018-03-14 How do you become an effective primary school teacher What do you need to be able to do What do you need to know Flexible effective and creative primary school teachers require subject knowledge an understanding of their pupils and how they learn a range of strategies for managing behaviour and organising environments for learning and the ability to respond to dynamic classroom situations The fourth edition of this bestselling textbook has been fully updated with the latest research and initiatives in the field as well as the most recent changes to the National Curriculum across the UK Twenty four new authors have contributed sharing their expertise and experience as practitioners Ten brand new units have been included on Becoming a professional in the current context Building inclusive communities of engaged learners Understanding schools aims and enacting your own Teaching for social justice Reading Grammar and punctuation Mastery in mathematics The value of outdoor learning Primary education in a digital age A selection of extra tasks have been woven throughout with an emphasis on innovative reflective practice and new vivid examples bring each chapter's argument to life in a classroom context In addition each chapter contains M level tasks and further reading to assist with research assignments and differences in the National Curriculum and policy in Scotland Wales and Northern Ireland are highlighted Providing a comprehensive but accessible introduction to teaching and learning in the primary school covering everything a trainee needs to know in order to gain QTS this accessible and engaging textbook is essential reading for all students training to be primary school teachers This textbook is supported by a free companion website with additional resources for instructors and students www.routledge.com/cw/Cremin and an accompanying series of books on Teaching Creatively across the curriculum *Minds and Behaviors at Work* Wendy Cunningham, Pablo Acosta, Noël Muller, 2016-07-19 Although the Latin American region has shown an impressive growth in educational attainment over the past two decades that education has failed to yield expected benefits A mounting body of research and policy debates argues that the quantity of education is not an adequate metric of human capital acquisition Rather individuals skills what they actually know and can do should stand as policy targets and be fostered across the life course Evidence from around the world shows that both cognitive and socio emotional skills are demanded by employers and favorably affect a range of outcomes including educational attainment and employment outcomes Through original empirical research investigating the role of cognitive and socio emotional skills in shaping adults labor market outcomes in Bolivia Colombia El Salvador and Peru supplemented by similar studies in other Latin American countries this review confirms that cognitive skills matter for reaping labor market gains in terms of higher wages and formal jobs in Latin America but so do socio emotional skills Moreover socio emotional skills seem to particularly influence labor force participation and tertiary education attendance as a platform to build knowledge The study also presents a policy framework for skills development by i providing insights by developmental psychologists about when people are neuro biologically socio emotionally and situationally ready to develop socio emotional skills and ii suggesting new directions in cognitive development **Play = Learning** Dorothy

Singer,Roberta Michnick Golinkoff,Kathy Hirsh-Pasek,2006-08-24 In Play Learning top experts in child development and learning contend that in over emphasizing academic achievement our culture has forgotten about the importance of play for children s development

Using Literature in English Language Education Janice Bland,2018-08-23 Covering Green s The Fault in Our Stars Collins The Hunger Games Selznick s The Invention of Hugo Cabret Rowling s Wizarding World Staake s Bluebird and Winton s Lockie Leonard contributors consider how literature can be used for teaching literary literacy creative writing intercultural learning critical pedagogy and deep reading in school settings where English is the teaching medium Leading scholars from around the world explore pedagogical principles for English Language Teaching ELT widening children s and teenagers literacy competences as well as their horizons through insightful engagement with texts From challenging picturebooks for primary and secondary students to graphic novels to story apps film and drama as well as speculative fiction on provocative topics recent research on literature education in ELT settings combines with cognitive criticism in the field of children s young adult and adult literature

Ethical and Methodological Issues in Researching Young Language Learners in School Contexts Annamaria Pinter,Kuchah Kuchah,2021-05-10 This book focuses on ethical and methodological issues faced by researchers working with young language learners in formal school contexts It uncovers and explicitly discusses a range of ethical dilemmas challenges and experiences that researchers have encountered and grappled with in studies of all kinds from large scale experimental studies to ethnographic studies focused on just a handful of children The chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a complex form in child focused research requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school based experiences The book comprises three sections with the first part focused on involving children as active participants in research part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children The book includes a critical discussion of the opportunities and challenges associated with applying the UNCRC 1989 document in second language research with children which will be of use to any researcher working in this area

Introduction to Early Childhood Education Melissa M. Burnham,Eva L. Essa,2024-12-18 Inspire your students to make a meaningful difference in the lives of young children and their families with Introduction to Early Childhood Education Ninth Edition This text provides current and future educators with a highly readable comprehensive overview of the field so students understand the many components of high quality early childhood programs At its core the book emphasizes the vital role of professional early childhood educators in connecting with young children and creating programs that foster their learning and development Authors Melissa M Burnham and Eva L Essa offer valuable insight by strategically dividing the book into six sections that answer the What Who Why Where and How of early childhood education Aligned with the latest NAEYC National Association for the Education of Young Children position statements

including the Professional Standards and Competencies for Early Childhood Educators this supportive text provides students with the skills theories and practices needed to succeed and thrive as early childhood educators **Teachable Moments** Eunsook Hyun,2006 How do we understand what curriculum is and does for both learners and teachers Using actual field based vignettes this book introduces teachable moment oriented emergent oriented and negotiation oriented curricula practices and explores how while the three curricula notions are distinctively different from one another they are simultaneously interconnected Teachable Moments is a valuable resource for teachers at all levels In addition this is a book for senior undergraduate and graduate level early childhood curriculum courses as well as graduate students and faculty who are interested in studying contemporary postmodern curricula discourses **Supporting Education □ The Teaching Assistant's Handbook** Karen Kearns,2012-05-07 Supporting Education The Teaching Assistant s Handbook provides the essential information needed to complete the Certificate III in Education Support in the Community Services Training Package This resource provides Teaching Assistants within overview of child development and how children learn as well as an introduction to the key learning areas for primary school students Links to a wide range of online resources and information are also included along with strategies for working with students and teachers **Progress, Change and Development in Early Childhood Education and Care** Elizabeth Coates,Dorothy Faulkner,2017-10-02 In 2000 the Millennium Development Goals set out targets aimed at creating a safer more prosperous and more equitable world If these goals were to be achieved children s lives would indeed be transformed In this collection achievements against these targets are identified with each contributor examining the progress made in early years provision in Australia China England Greece the Netherlands Portugal South Africa and Sweden They highlight the priorities and agendas of their respective governments and focus on the trends and issues which are particularly relevant to each situation thereby revealing the social and educational inequalities that persist across countries A common theme running through this volume concerns the political tensions that arise when governments and educators hold fundamentally different views about the nature and purpose of early years education and the needs of children and families It is clear that although the past two decades have seen many changes in attitude towards the importance of the early years of life politically economically and environmentally much still remains to be done if the Millennium Development Goals for young children and their families are to be fully met Despite this this volume demonstrates that those who work in this area continue to experience a deep concern for the well being of young children which transcends cultures frontiers and political and sectarian divides This book was originally published as a special issue of the International Journal of Early Years Education **Early Education in a Global Context** John A. Sutterby,2012-09-25 Discusses professional development in several contexts children s understandings and programs for children This book should give the reader an idea of the range of work that is being done around the globe It brings together insider perspectives on early education in different contexts **Ensuring Quality and Accountability Through**

Leadership, a Training Package ,2000 Intended to help local program managers in developing and implementing action plans to improve curriculum assessment teaching and learning opportunities for all children in center based home based family child care and in child care partnerships

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