

EFFECTIVE EARLY YEARS EDUCATION

Teaching Young Children



Anne Edwards
Peter Knight

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Effective Early Years Education Teaching Young Children

Sue Bredekamp



Effective Early Years Education Teaching Young Children:

EBOOK: EFFECTIVE EARLY YEARS EDUCATION Anne Edwards, Peter Knight, 1994-12-16 In this concise and accessible guide the authors are sympathetic to the particular demands of teaching three to eight year olds and offer practical solutions to the complex issues that are currently faced by early years educators In recognizing the demands on practitioners they provide new and challenging frameworks for an understanding of the practice of teaching young children and draw upon international research to offer a sound model of early years subject structured teaching which has the quality of children s learning at its centre Their aim is to support teacher expertise through stimulating teachers thinking about children s development motivation ways of learning and the subjects they teach These topics are clearly set in the complex institutional settings in which practitioners work and ways of taking and evaluating action are offered *Effective Early Years Education* Edwards, Anne, Knight, Peter, 1994-12-01 In this concise and accessible guide the authors are sympathetic to the particular demands of teaching three to eight year olds and offer practical solutions to the complex issues that are currently faced by early years educators In recognizing the demands on practitioners they provide new and challenging frameworks for an understanding of the practice of teaching young children and draw upon international research to offer a sound model of early years subject structured teaching which has the quality of children s learning at its centre Their aim is to support teacher expertise through stimulating teachers thinking about children s development motivation ways of learning and the subjects they teach These topics are clearly set in the complex institutional settings in which practitioners work and ways of taking and evaluating action are offered

EBOOK: Characteristics of Effective Early Learning: Helping young children become learners for life Helen Moylett, 2013-09-16 The key argument of *The Characteristics of Effective Early Learning* is that how children learn is as important as what they learn This book helps you understand how to support the learning and development of young children through promoting the characteristics of effective early learning play and exploring active learning and creating and thinking critically The book Investigates how children engage in learning through playing and exploring and are motivated through active learning Explores how children become creative and critical thinkers able to review their own learning and thinking imaginatively solving problems and excited by their own Examines appropriate approaches to observation assessment and planning Supports practitioners in reporting on how children demonstrate these characteristics for the revised EYFS profile Rich in practical examples and case studies this is an essential read for early years students and practitioners who want to find out more about how to promote the characteristics of effective early learning in their practice Contributors Di Chilvers Clare Crowther Kim Porter Sue Rogers Judith Stevens Nancy Stewart David Whitebread This is such a useful addition to other publications which clarify enrich and expand on messages in the revised Early Years Foundation stage A range of early years experts offer valuable insights on important topics linked to young children learning The contributors write authoritatively drawing on historical studies as well as more

current research Authentic case studies vividly illustrate theoretical points Helen sets the stage beautifully providing a rationale structure and sequence to a book which truly and lovingly celebrates the processes of children s unfolding development Marion Dowling Early Years Specialist and Vice President of Early Education An insightful and engaging read for students and professionals within the Early Years sector that brings alive the concepts of effective learning that underpin the Early Years Foundation Stage The book provides an excellent synthesis of developmental and pedagogic research enabling readers to make connections between theory and practice One of the great strengths of the book is the way in which young children are celebrated as active and powerful agents in their own learning The book allows readers to reflect on how adults can build on this to ensure that the potential for learning within each child is fully supported through effective pedagogies as well as in more formal planning and assessment The contributing authors bring a variety of perspectives and knowledge that combine to illuminate the principles behind effective early years practice and explore how these can be translated into meaningful and supportive experiences for children Dr Mary Wild Principal Lecturer School of Education Oxford Brookes University UK What a wonderful sub title Helping young children to become learners for life It is so refreshing to find among the plethora of new publications on child development a book that really sees all children as rich children and describes them as capable and confident learners All the authors share their knowledge in a highly accessible manner which means I can recommend this book to both our practitioners and students undertaking first degrees and post qualifying courses The authors clearly identify the qualities and attributes of highly effective learners They share the view that young children come into Early Childhood Education settings hungry to make sense of relationships and the world they are growing up in They powerfully describe the kind of skilled educators that children deserve educators who can harness children s energy engage with their interests and extend their critical thinking Dr Margy Whalley Director of the Pen Green Centre for Children and Families and the Pen Green Research Base

Effective Practices in Early Childhood Education Sue Bredekamp, 2013-05-20

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Effective Early Years Education Anne Edwards, Peter Knight, 1994-01-01 The authors of this book are sympathetic to the particular demands of teaching three to eight year olds and offer practical solutions to the complex issues that are currently faced by educators of the early years In recognizing the demands on practitioners they aim to provide new and challenging frameworks for an understanding of the practice of teaching young children and draw upon international research to offer a sound model of early years subject structured teaching which has the quality of children's learning at its centre Their aim is to support teacher expertise through stimulating teachers thinking about children's development motivation ways of learning and the subjects they teach These topics are set in the complex institutional settings in which practitioners work Ways of taking and evaluating action are offered

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

Teaching Practice for Early Childhood Rosemary Perry, 2013-03 This fully updated new edition will help you prepare for and make the most of your teaching practice in a variety of early childhood settings which cater for children from birth to eight years

Effective and Caring Leadership in the Early Years Iram Siraj, Elaine Hallet, 2013-10-24 This book introduces an intriguing juxtaposition of caring alongside effective and it is a thought provoking book Including examples of early years leaders on their own reflective learning journeys it provides a rich source of ideas for relational leadership that are firmly based in

research and professional experience Professor Margaret Carr University of Waikato New Zealand Effective and caring leadership is an essential part of raising standards and increasing the quality of learning in early childhood settings This book explains leadership practices that can make a positive difference to the provision offered and improve outcomes for both children and families With theoretical practical and research informed perspectives this book Uses case studies to provide examples of effective leadership Integrates education and care with key practices in effective leadership Explores directional collaborative empowering and pedagogical leadership Offers readers opportunity to reflect upon their own leadership practices This is a key text for anyone studying Early Childhood existing and aspiring leaders graduate Early Years Leaders and those training to work in settings schools and children s services Professor Iram Siraj is Professor of Early Childhood Education at the Institute of Education University of London Dr Elaine Hallet is a Lecturer in Early Childhood Education at the Institute of Education University of London

The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour,J. Kent Chrisman,2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

Special Needs & Early Years Kate Wall,2006-05-24 This is an excellent easy to read guide to inclusive practice in the early years Nursery World Exceptionally well written At a time when the inclusion debate is raging more fiercely than ever I thoroughly recommend this book to anyone working with young children Early Years Educator What a splendid book this is so well set out and so easily usable It s full of ideas for improving current practice with realistic advice and well thought practices It would be unfair to restrict this book to practitioners in the special education field Written in a user friendly style this book is so useful that it should be in the library of all pre schools as well as accessible to all those training to work with children in the early years Early Years Update A welcome updated version of a key text for early years practitioners SENCO Update The final statement sums up the tone of the book All

children have the right to be respected valued and included so locally and nationally we must ensure that all practitioners have the knowledge and skills to offer that respect within an inclusive system and hopefully within a more inclusive society This book makes a very positive contribution to making this a reality Early Education The book is user friendly and thoroughly practical It is clearly relevant to the needs of the target audience of early years practitioners students and other professionals working with children with special needs and their families This book has value for all and I recommend it strongly to all practitioners not just teachers and teaching assistants Special Praise for the first edition This is one of the best books I have read on special needs and the very young and I thoroughly recommend it to all with a professional or personal interest in this area Special Children This is an exemplary introductory textbook for students and a veritable mine of information Undoubtedly this is an early years special needs book that many readers can and will relate to Sheila Wolfendale European Journal of Special Needs Education This well crafted practitioners guide thoughtfully addresses the many issues that practitioners face when they consider their involvement in early education in the context of work with special educational needs Those who read this book will find that they know a little more about these important issues and may find themselves challenged to reflect on their personal attitudes towards inclusive education ideally becoming better providers for children with learning difficulties Cathy Nutbrown Journal of Early Childhood Research In this newly updated edition Kate Wall has revamped the content so that it covers all the new SEN provided practitioners students and parents with current examples of good practice updated information on interagency issues and working with parents included individual case studies as exemplars This book is essential reading for early years practitioners professionals dealing with children with special educational needs and their families and students in the early years and special needs fields Kate Wall is an author and Senior Lecturer in Early Childhood Studies and Primary Education at Canterbury Christ Church University

Handbook of Early Childhood Literacy Nigel Hall, Joanne Larson, Jackie Marsh, 2003-12-06 This volume examines early literacy research on a global scale and puts social cultural and historical analyses in the front seat without losing sight of individual and family level matters in the process It is comprehensive ground breaking and provocative and should help literacy researchers to think differently about the field Marjorie Faulstich Orellana School of Education and Social Policy Northwestern University No other publication that I am aware of brings together views from such diverse disciplines contributing to a comprehensive statement about early childhood literacy The Handbook not only reviews the current field of situated literacy but presents some important and exciting new research It is a significant resource which promises to become a landmark text Eve Bearn University of Cambridge Faculty of Education This Handbook brings together an astonishing array of writers who explore contemporary political cultural and cognitive understandings of early childhood literacy Literacy and literacy acquisition are broadly defined here to encompass not just traditional notions of reading and writing but multimodalities multiliteracies and critical literacies It is rich and comprehensive an invaluable resource for

scholars educators and students of early childhood literacy Elsa Auerbach Professor of English University of Massachusetts Boston This book is unique in its broad consideration of topics and its global focus I particularly appreciate how the Editors have situated current research in an historical context They have also included development issues pedagogy research and the newest areas of interest critical literacy and popular culture Diane Barone University of Nevada Reno The editors and their contributors place a strong emphasis on literacy as a social practice that occurs outside school settings This broad interpretation is a healthy counter blast to the current political views and legislation in many developed countries and should be welcomed by practitioners Another very welcome dimension is the can do approach that celebrates young children s literacy achievements This is an informative and insightful text for researchers and students to dip into and think about for some years to come Marian Whithead writing in Nursery World An inspired and stimulating read aimed at researchers academics professionals and students in the fields of early years education and research and early childhood literacy It will also be of interest to those working in other disciplines such as cultural studies and sociology I think this collection of work by the range of authors some of which are the most distinguished and renowned in the field not only represents real value for money but also makes an essential in depth perceptive and invaluable contribution to this relatively new and dynamic field It offers some cutting edge contemporary and exciting material combined with well founded wisdom and indeed excellent sources for further reading British Journal of Educational Studies In recent years there has been a virtual revolution in early childhood studies with a mass of books and papers seeking to re examine and reposition childhood At the same time an equally significant area has developed within literacy studies reflecting a growing interest in the nature of literacy as a socially situated phenomenon There is increased interest in literacy as a multimodal concept in which symbolic meaning is a central concept rather than more conventional and narrower notions of literacy The Handbook of Early Childhood Literacy is central in providing access to all these different perspectives The Handbook offers a way through the vast diversity of publications on early childhood literacy by providing comprehensive and up to date reviews of research and thinking in early childhood literacy The arrangement of chapters reflects a contemporary perspective on research into early childhood literacy Major sections include the global world of early childhood literacy childhood literacy and family community and culture the development of literacy in early childhood pedagogy and early childhood literacy and researching early childhood literacy Contributions by leading authorities focus on literacy as a socially situated and global experience one that is evolving in relation to changes in contemporary culture and technological innovation Young Children Learning Tricia David, 1999-07-27 I particularly enjoyed Judith Roden s chapter Young Children Are Natural Scientists especially her thoughts on children s drawings which puncture some popular assumptions Times Educational Supplement Friday Magazine Tricia David an internationally recognised expert in early years education has brought together 11 tutors from Christ Church College Canterbury to encourage debate and disagreement It has some absorbing and helpful contributions which both bring

forward the debate in early years education and also may cause readers to reappraise their own practice possibly as a result of disagreeing with one or other contributors International Journal of Early Years Education **ICT in the Early Years** Mark O'Hara, 2004-04-28 Mark O'Hara demonstrates how ICT can be used to motivate excite and enthuse young children in their learning while at the same time addressing the more common concerns voiced by early years practitioners This book provides guidance on all aspects of teaching using ICT Thinking Skills and Early Childhood Education Patrick J. M. Costello, 2013-11-26 This text offers a rationale for the popular idea among teachers and researchers that young children should be taught critical thinking and argument in the early years of their education **Developing Early Years Practice** Linda Miller, Carrie Cable, Jane Devereux, 2005 This book provides readers working in a diverse range of early years settings with the underpinning knowledge required to increase their effectiveness in working with young children It will explore a wide range of issues including the roles and responsibilities of practitioners developing reflective practice how children learn and develop early years curriculum working with parents and professionals and developing inclusive environments Appropriate for all SureStart Unit Recognized Awards Helps students meet the learning outcomes of the Statement of Requirement Covers the birth to eight age range Includes Practical work related activities and issues for reflection Combining an understanding of the relationship between practical workplace issues and relevant academic knowledge this is a core textbook for all Foundation Degree students working in early years education and care It is also highly relevant for students following an Early Childhood Studies degree or B Ed PGCE Early Years course **International Handbook of Primary Technology Education** Clare Benson, Julie Lunt, 2011-11-16 This international handbook offers an in depth study of the development of primary Technology or Design and Technology education worldwide It is unique in that it focuses on the way in which the building blocks for this subject have been established providing much needed research and information for those involved with secondary education and beyond to draw on The inclusion of Technology education into primary curricula has gathered momentum for the last two decades as its importance and relevance to children's lives has been realised by educators This handbook offers a detailed insight into the many and varied ways in which countries have incorporated the subject into children's primary school experiences and issues that have arisen during its implementation The authors all work in the field of primary technology education and have been actively involved in curriculum development and research in their own countries The first part of the book is devoted to the introduction the development and implementation of Technology education into the primary curricula of countries worldwide Reasons for this movement successes and barriers to development are discussed and speculation about the future of Technology education is reflected upon The second part of the book relates to issues that have arisen as the subject has grown over the last twenty years and consideration needs to be given to these if future successes are to be achieved Classroom practice including designing and ICT teacher education enterprise sustainability and indigenous technology are all reflected upon and support the notion of technology as a valued

and valuable part of the primary curriculum This book should be of interest to undergraduate and graduate students practitioners researchers curriculum developers policy makers and professional development providers who are involved with and have an interest in primary technology education worldwide

Good Practice in the Early Years Janet

Kay,2012-03-29 An accessible comprehensive guide to good practice in the early years for all early years and childcare students and practitioners

Museums and Education Eilean Hooper-Greenhill,2007-12-12 At the beginning of the 21st

century museums are challenged on a number of fronts The prioritisation of learning in museums in the context of demands for social justice and cultural democracy combined with cultural policy based on economic rationalism forces museums to review their educational purposes redesign their pedagogies and account for their performance The need to theorise learning and culture for a cultural theory of learning is very pressing If culture acts as a process of signification a means of producing meaning that shapes worldviews learning in museums and other cultural organisations is potentially dynamic and profound producing self identities How is this complexity to be measured What can this measurement reveal about the character of museum based learning The calibration of culture is an international phenomenon and the measurement of the outcomes and impact of learning in museums in England has provided a detailed case study Three national evaluation studies were carried out between 2003 and 2006 based on the conceptual framework of Generic Learning Outcomes Using this revealing data *Museums and Education* reveals the power of museum pedagogy and as it does questions are raised about traditional museum culture and the potential and challenge for museum futures is suggested

Developing Pedagogy Kim

Insley,Janet Collins,Janet Soler,2001-01-26 This book encourages readers to explore significant aspects of current thinking in primary education for ages 3 13 focusing on pedagogy the study of processes of teaching The authors consider contexts knowledge skills and curriculum within a framework of practice A distinctive feature is the voices of teachers children parents advisors and inspectors and others The book covers learning knowledge and pedagogy pedagogic issues application of practice The authors also present a discussion of national strategies and The National Curriculum update for 2000 discussions of a world wide curriculum and ICT and citizenship viewed as tools for developing aspects of pedagogy

Resources in Education ,2001-04

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Table of Contents Effective Early Years Education Teaching Young Children

1. Understanding the eBook Effective Early Years Education Teaching Young Children
 - The Rise of Digital Reading Effective Early Years Education Teaching Young Children
 - Advantages of eBooks Over Traditional Books
2. Identifying Effective Early Years Education Teaching Young Children
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Effective Early Years Education Teaching Young Children
 - User-Friendly Interface
4. Exploring eBook Recommendations from Effective Early Years Education Teaching Young Children

- Personalized Recommendations
- Effective Early Years Education Teaching Young Children User Reviews and Ratings
- Effective Early Years Education Teaching Young Children and Bestseller Lists
- 5. Accessing Effective Early Years Education Teaching Young Children Free and Paid eBooks
 - Effective Early Years Education Teaching Young Children Public Domain eBooks
 - Effective Early Years Education Teaching Young Children eBook Subscription Services
 - Effective Early Years Education Teaching Young Children Budget-Friendly Options
- 6. Navigating Effective Early Years Education Teaching Young Children eBook Formats
 - ePub, PDF, MOBI, and More
 - Effective Early Years Education Teaching Young Children Compatibility with Devices
 - Effective Early Years Education Teaching Young Children Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Effective Early Years Education Teaching Young Children
 - Highlighting and Note-Taking Effective Early Years Education Teaching Young Children
 - Interactive Elements Effective Early Years Education Teaching Young Children
- 8. Staying Engaged with Effective Early Years Education Teaching Young Children
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Effective Early Years Education Teaching Young Children
- 9. Balancing eBooks and Physical Books Effective Early Years Education Teaching Young Children
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Effective Early Years Education Teaching Young Children
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Effective Early Years Education Teaching Young Children
 - Setting Reading Goals Effective Early Years Education Teaching Young Children
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Effective Early Years Education Teaching Young Children

- Fact-Checking eBook Content of Effective Early Years Education Teaching Young Children
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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