



Shaping Early Childhood

Learners, Curriculum and Contexts

GLEND A MacHAUGHTON

Shaping Early Childhood

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Shaping Early Childhood:

Shaping Early Childhood: Learners, Curriculum And Contexts Mac Naughton, Glenda, 2003-12-01 This text is designed to support novice and more experienced early childhood educators working with children from birth to age eight to be critically reflective in diverse aspects of their work Each section contains ideas clarification exercises reflection points summaries and case studies

Shaping Early Childhood: Learners, Curriculum and Contexts Glenda Mac Naughton, 2003-12-16 This should be essential reading for anyone involved in the training and professional development of early years practitioners It is an impressive analysis of the historical and contemporary big ideas that have influenced societies and practitioners views of children and the nature of the curriculum There are powerful sections on parents and communities I particularly liked the stimulating ideas galleries with their statements from researchers policy makers and practitioners around the world Nursery World October 2004 This key textbook introduces students and practitioners to a wide range of different approaches to early childhood It provides practical strategies for developing and implementing early learning experiences that promote excellence and equity for children The book presents the latest research and thinking about good practice discusses how various philosophies and beliefs influence decisions in early childhood education and identifies the key thinkers behind each approach By examining different perspectives the book helps early childhood practitioners to navigate their way through competing views make informed choices and be critically reflective in their work In an accessible lively and user friendly way it explores issues such as What constitutes an appropriate early childhood curriculum How best to study and assess children Involving parents and children in early childhood learning The book features a range of pedagogical devices to inspire early childhood workers to reflect critically on their work and the ideas underpinning it including Boxed definitions of key terms Ideas summary charts and ideas galleries Clarification exercises Case studies Further reading lists This essential textbook is ideal for students undertaking early childhood qualifications at degree level Masters courses in early childhood education and for practitioners who work with children from birth to eight in early childhood settings

Intergenerational Programs Sally Newman, 1997 This collection of essays and reviews represents the most significant and comprehensive writing on Shakespeare's *A Comedy of Errors* Miola's edited work also features a comprehensive critical history coupled with a full bibliography and photographs of major productions of the play from around the world In the collection there are five previously unpublished essays The topics covered in these new essays are women in the play the play's debt to contemporary theater its critical and performance histories in Germany and Japan the metrical variety of the play and the distinctly modern perspective on the play as containing dark and disturbing elements To compliment these new essays the collection features significant scholarship and commentary on *The Comedy of Errors* that is published in obscure and difficult accessible journals newspapers and other sources This collection brings together these essays for the first time

Democratic Policies and Practices in Early Childhood Education Linda Mitchell, 2018-10-24 This book uses case studies of Aotearoa New Zealand

policy formulation and practice to explore early childhood education and care ECEC as a site for democratic citizenship and social justice Addressing fundamental questions about the purpose of education it argues for explicit values focusing on children and childhood as a basis for ECEC policy to replace discourses of economic investment and child vulnerability that are dominant within policy goals in many countries A commitment to democracy and equity is a good place to start Aotearoa New Zealand is of special interest because of its world renowned ECE curriculum Te Whāriki which is based on principles of social justice respect for rights and an aim to support children growing up in a democracy The curriculum upholds Māori rights to tino rangatiratanga absolute authority over their lives and resources Yet Aotearoa New Zealand's extreme market policies and harsh labour laws during recent periods run contrary to ideals of democracy and are puzzlingly inconsistent with curriculum principles The book starts with an analysis and critique of global trends in ECEC in countries that share capitalist mixed economies of welfare and where competition and marketisation have become dominant principles It then analyses ideas about children childhood and ECEC within a framework of democracy going back to the Athenian origins of democracy and including recent literature on meanings and traditions of democracy in education The book uses vivid examples from researching curriculum pedagogy and assessment practices within Aotearoa New Zealand ECEC settings and collective action to influence policy change in order to illustrate opportunities for democratic education It concludes by examining what conditions might be needed for integrated and democratic ECEC provision in Aotearoa New Zealand and what changes are necessary for the future It offers a compass not a map it points to promising directions and provides insights into issues in ECEC policy and practice that are of current global concern

Childhood in Society for the Early Years Rory McDowall

Clark, 2020-01-13 To understand childhood you need to understand all of the social factors which surround it If you are studying Early Years or Early Childhood Studies then this book is for you It gives you an introduction to the study of childhood and the different contexts within which childhood exists It encourages you to re think childhood and explore it from different perspectives whether looking at the child within the family global perspectives or the child's own view point This helps you understand childhood in relation to society and to develop the skills to look at childhood from a critical standpoint

How Children Learn (New Edition) Linda Pound, 2019-10-08 An ideal introduction to the pioneers of educational theory for anyone studying childcare child development or education whether at further or higher education level The first edition of this book has been a best seller for almost a decade identified as one of the top ten books for students of child development or early childhood care and education In this new edition there is an increased emphasis on both what practice based on particular theories of learning looks like and on criticisms of each theory A glossary is included in sections highlighting words and concepts particular to the theorist in question Full colour photographs are used to illustrate some aspects of each theory or approach How Children Learn looks at a wide range of theorists and practitioners who have influenced current understandings of how children learn and what this means for work with young children The book

summarises the findings and ideas of famous giants such as Montessori and Piaget as well as the more recent ideas of writers and thinkers such as Howard Gardner and Margaret Donaldson It begins by looking at the work and life of Comenius who is widely described as the father of modern education and looks at the theory behind different approaches to early childhood care and education such as Steiner Waldorf education HighScope and Te Whariki You will find this book invaluable in giving you a clearer picture of how ideas about children s learning have developed over the past four centuries

Play and Practice in the Early Years Foundation Stage Natalie Canning,2010-11-12 Play is an underlying theme of the Early Years Foundation Stage EYFS but it is often a challenge for practitioners to provide a play based curriculum This book investigates the values and beliefs that underpin play and demonstrates through case studies how play opportunities can be observed planned and assessed in a meaningful context for the child Organized into four sections that mirror the EYFS this book takes you through the curriculum framework demonstrating how play underpins each of these principles and is the common thread that links them together Chapters include celebrating children s play choices ways to work with parents inspiring environments for inspirational play the role of play in supporting key relationships creative play for flexible learning Incorporating the voices of Early Years practitioners this book takes the unique approach of analysing the academic theory showing how this can be put into practice and then suggesting activities to facilitate reflective practice and professional development Useful to all those studying on any Early Years course the book is particularly relevant to those leading practice in early years settings and those working towards Early Years Professional Status EYPS

From Birth to Three: An Early Years Educator's Handbook Julia Manning-Morton,2024-03-01 This accessible handbook offers an in depth exploration of the distinctive features of the play development and learning of children from birth to three years old Key theoretical ideas relating to social emotional cognitive and physical development are discussed in relation to everyday practice offering a wealth of information and guidance on working with this unique age group The book emphasises the connections between all aspects of a child s experience and development addressing key questions of what babies and young children need enjoy and have a right to experience It demonstrates how early years educators can develop their practice and organise their provision in a way that is positive for babies and young children and their families Focusing on the holistic nature of early development chapters explore the following The importance of interactions and relationships between educators and children How to develop a holistic pedagogy that gives equal consideration to children s care play and learning The value of the connections that children make with the world around them and how educators can create an environment conducive to nurturing these connections Observation and self evaluation of practice and provision Each chapter features case studies links to key aspects of practice and practical tasks to help readers apply the ideas to their own context The book is accompanied by an extensive companion website www.routledge.com/cw/Manning_Morton containing video explainers reflection points practice tasks downloadable resources quizzes and more Opening a window on what it is like to be a baby or young child in an early years

setting this is an essential tool for all early years educators and students on a wide range of early years courses It will also be of interest to parents

The Early Years Reflective Practice Handbook Avril Brock, 2014-07-17 What do early childhood practitioners need to know about reflection and reflective practice Ongoing reforms in early childhood care and education social policy affect all aspects of young children's and their families' lives Decisions are being undertaken at a rapid pace and there is a need for those working in the field of Early Years to consolidate and reflect on their knowledge and practice building on what they already know This timely new book aims to support reflective practice for those working with young children in everyday work and in the wider political context whatever their professional role and whatever level of qualification they hold It takes a fresh look at a breadth of issues relating to early childhood care and education reflecting on policy knowledge and practice Incorporating practical reflection activities case studies exemplar scenarios and questions in each chapter the book considers policy developments and how these have affected young children and their families issues around socio-culturalism language ethnicity disposition gender inclusion and socio-economics when working with families learning through play and the notions of quality observation and assessment and continuity contemporary issues that practitioners and students on placement may encounter in their everyday work deepening reflective thinking and practice through ongoing and continuing professional development With practical guidance to help the reader reflect on their own practice this text offers invaluable support to early years practitioners looking to develop their career and achieving higher qualification at both undergraduate and at Master's level The book is a must for students on early years courses including early childhood studies initial teacher training and early years teacher status

Understanding Early Years Policy Damien Fitzgerald, Janet Kay, 2016-03-10 Previously known as Baldock *Understanding Early Years Policy* is in its Fourth Edition This best-selling textbook continues to provide fully updated coverage of all the latest developments in early years policy such as the revised Early Years Foundation Stage EYFS SEND Code of Practice 0-5 years and the Children and Families Act 2014 Exploring how policy is made implemented analysed and developed over time this book presents a complete overview of early years policy and an evaluation of its ongoing impact on practice This Fourth Edition has been significantly updated to include Full coverage of the 2010-2015 UK Coalition Government A comprehensive timeline of Early Years policy Guidance on how to research policy for yourself More international case studies now including the US and Scandinavia New material on how to manage policy changes as a practitioner An expanded focus of the devolved countries within the UK This text is an essential read for early years students at all levels and early years practitioners

Leadership and Management in the Early Years Caroline Jones, Linda Pound, 2008-03-16 Early childhood practitioners are often reluctant to see themselves as leaders and managers However all those who work with young children and their families whatever their level of experience and competence have to undertake both of these roles on a daily basis This book encourages practitioners to recognise their active involvement in leadership and management in relation to their work as team leader or team member and in their work

with parents and other professionals to ensure appropriate and effective provision for young children The authors identify a number of key principles involved in effective early years leadership and management which focus on the idea that Leadership is about influencing others to improve and enhance children's care learning and development Leadership is only effective if it develops the leadership of others by supporting a team or group in meeting their declared aims or vision Leadership is ultimately distributed shared and dispersed in early childhood settings These principles are supported by a detailed exploration of the statutory demands made on practitioners working with young children and their families and reference to relevant literature drawn from both early childhood studies and leadership theories As well as providing guidance on the roles responsibilities and tasks facing early childhood leaders the book features a number of case studies and practical tasks giving life to concepts and ideas and enabling readers to apply theories and policies to their own work settings Additional activities at the end of each chapter further support practitioners in fulfilling their leadership and management roles in practice Leadership and Management in the Early Years is an essential text for early years and early childhood studies students as well as practitioners particularly those who are aiming for Early Years Professional Status

Child and Youth Care Alan Pence, Jennifer White, 2011-07-01 Critical and postmodern perspectives have been largely underexplored in the field of child and youth care This book addresses the gap showcasing cutting edge approaches to policy pedagogy and practice from diverse perspectives and professional settings The authors of Child and Youth Care challenge deep seated assumptions about child and youth care by reinterpreting core concepts such as ethics and outcomes and raising questions about underlying goals and premises Can the ends of practice be separated from the means For whose benefit are interventions designed By recognizing a range of social and political influences on children and youth this volume bears witness to exciting developments in child and youth care

Development & Learning for Very Young Children Hilary Fabian, Claire Mould, 2009-03-05 This book has been well planned and provides information which is relevant for students and teachers alike in supporting teaching and learning In particular the practical aspects of group tasks and discussion points enable the reader to develop their reflective skills through the knowledge gained ESCalate This informative and thought provoking collection of essays brings together theory policy and practice for practitioners working with children aged from birth to three years old It would be a great resource for students Nursery World This is a very well edited collection easily accessible to everyone involved in the early years with the common thread being the holistic nature of very young children's learning Using the contents of the different chapters for reflection and analysis those implementing the new Early Years Foundation Stage will be able to promote and enhance children's development and learning experiences and certainly their own practices This book powerfully reminds readers of what is at the heart of their care and learning interactions with babies and young children Professor Emeritus Janet Moyles Play Consultant With a focus on the most critical years in a young child's development this book brings together the essential theory policy and practice for everyone

working with young children Concentrating on the 0 to 3 age range the book considers all relevant legislation such as Every Child Matters and the new Early Years Foundation Stage The content is organized into four sections development and learning policy to practice leadership and management establishing effective relationships Examining the influence of policy on practice issues covered include the stages of child development observing young children making partnerships with parents building relationships within and between teams working in a multi agency way and creating a caring and stimulating environment To illustrate practice and aid reflection the chapters have chapter objectives case studies group tasks discussion points recommendations for further reading useful websites Suitable for all early years students and practitioners it is a must have resource Introduction to Early Childhood Education Melissa M. Burnham, Eva L. Essa, 2025-01-07 Start your journey to make a 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 The underlying philosophy of the book is that early childhood educators most important task is to connect with young children and provide a program that supports their learning and development With intentional weaving of the aims of equity diversity inclusion and belonging throughout authors Melissa M Burnham and Eva L Essa provide valuable insight by strategically dividing the book into six sections that answer the What Who Why Where and How of early childhood education Aligning 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

The Role of Imagination in STEM Concept Formation Marilyn Fleeer, 2022-06-20 Why has early childhood science education taken so long to become established as a field of research inquiry Why do we continue to blame early childhood and primary teachers for their lack of confidence and competence in science education This book tackles these questions and more Grounded in cultural historical theory this book explores the development of the field through the eyes of the author Over 30 years the contexts the questions and the foci of a generation of science education researchers are mapped As the field develops new concepts models of teaching and new methods and methodologies are theorised and empirically supported bringing forward uniqueness of science education for children in play based settings *Early Childhood Education* Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2013-01-02 An intro text for early childhood students helping them enhance their professional practice through the application of educational and developmental theory and research **Handbook of International Perspectives on Early Childhood Education** Jaipaul L. Roopnarine, James E. Johnson, Suzanne Flannery Quinn, Michael M. Patte, 2018-02-21 The Handbook of International Perspectives on Early Childhood Education provides a groundbreaking compilation of research from an interdisciplinary group of distinguished experts in early childhood education ECE child development cultural and cross cultural research in

the psychological sciences etc The chapters provide current overviews of ECE in Latin America and the Caribbean the Middle East Asia Australia Africa Europe the US and Canada and convey how ECE is multi sectorial multi cultural and multi disciplinary undergirded by such disciplines as neuroscience psychological anthropology cross cultural human development childhood studies and political science Culture, Schooling, and Children's Learning Experiences ,2024-08-08 As countries experience increasing cultural diversity both within and between their borders contemporary researchers are exploring the connection between culture and children s learning and academic experiences One important goal is to provide all children with educational experiences that are culturally sensitive relevant and effective in helping them reach their maximum potential and preparing them for the future With over twenty five contributing authors this volume investigates the connection between culture and children s schooling and learning experiences from multidisciplinary perspectives diverse methodologies and cross cultural and culture specific approaches The common thread running through the chapters is the understanding that learning is an activity that takes place within cultural contexts Together the chapters highlight the forces that shape children s everyday learning experiences Core themes address how parental beliefs and cultural ways of learning and problem solving shape children s learning experiences and social interactions with teachers the importance of quality early childhood education and playful learning to children s school success and development and how the complex intersection of cultural variables with forces such as historical injustice social and educational inequality economic stability and political ideologies shape children s learning The volume honors the experiences of Indigenous newcomer first generation children and children of underrepresented communities and highlights the vital role that policy makers teacher educators schools and classroom educators play in helping all children reach their academic and social potential Early Childhood Studies: A Multiprofessional Perspective Jones, Liz,Holmes, Rachel,Powell, John,2005-11-01 This book critically engages the reader in issues that relate to young children and their lives from a multiprofessional perspective Whilst offering a theoretically rigorous treatment of issues relating to early childhood studies the book also provides practical discussion of strategies that could inform multiprofessional practice **An Interdisciplinary Approach to Early Childhood Education and Care** Susanne Garvis,Matthew Manning,2017-02-03 An Interdisciplinary Approach to Early Childhood Education and Care explores early childhood education and care in Australia from a variety of perspectives highlighting the complexity of working within the field and the need for a truly interdisciplinary approach It argues that only a holistic understanding of each perspective will allow a clear future for early childhood education within Australia and that all government parties should provide better outcomes around policy and provision to ensure the support and development of the sector Chapters offer insights into how children and families are positioned in educational reform by examining current government policy as well as individual and collective initiatives Key paradigms considered include positivist behavioural developmental economic sociocultural and postmodern models Garvis and Manning identify challenges to the field and propose improvements needed

to develop an interdisciplinary approach to help close the disadvantage gap on educational outcomes With recommendations aimed at stakeholders within different disciplines it is hoped that this book will encourage significant improvements to early childhood education and care within Australia Providing important insights into the landscape of early childhood education and care this book will promote new ways of thinking of policy and provision development for the future As such it will be of interest to researchers academics and postgraduate students in the fields of early years education education policy and politics and sociology of education as well as those studying childcare alongside economics criminology and sociology

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Shaping Early Childhood Introduction

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