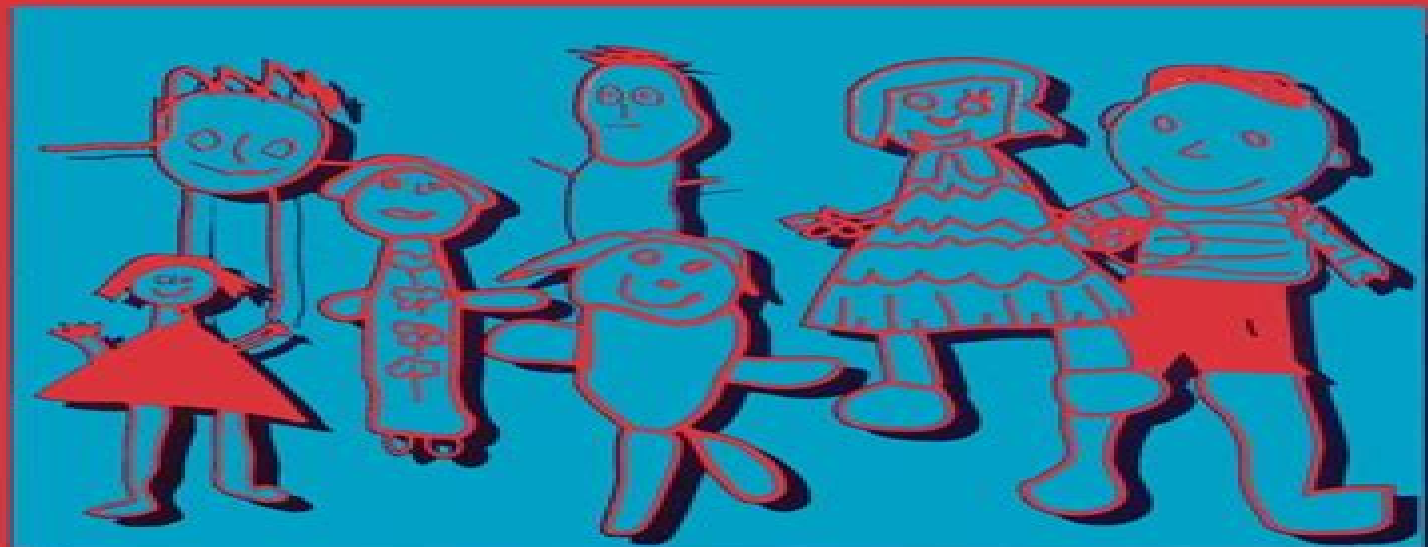


Respectful Educators - Capable Learners

Children's Rights *and* Early Education

Edited by
Cathy Nutbrown



Respectful Educators Capable Learners Childrens Rights And Early Education

Cathy Nutbrown



Respectful Educators Capable Learners Childrens Rights And Early Education:

Respectful Educators, Capable Learners Cathy Nutbrown,1996 This book focuses attention on current early childhood issues and examines them in light of the United Nations Convention for the Rights of the Child The book stresses the importance of national policy and highlights the responsibilities of all adults who work with children in terms of enabling children to realize their rights

Perspectives on Early Childhood Education Katherine M. Hirst,Kath Hirst,Cathy Nutbrown,2005 Focusing on early childhood experiences and the factors at work this title examines the expanding field of early childhood education and care highlighting the critical issues to be aware of and how this can affect the child in later life

Key Concepts in Early Childhood Education and Care Cathy Nutbrown,2011-02-07 Lecturers why waste time waiting for the post to arrive Click on the above icon and receive your e inspection copy today This new edition of Cathy Nutbrown s much loved book explains the key ideas and issues in Early Childhood clearly and concisely keeping students up to date with the latest developments in the field There are brand new entries on Attachment Babies learning and development Children s Centres Citizenship Digital Technologies Early Years Foundation Stage Early Years Professional Status Neuroscience Sexualities The rest of the book has also been thoroughly updated and revised and includes coverage of heuristic play Early Literacy Development and Parental Involvement The book offers starting points which provide a clear focus further reading and discussion of research on thirty five key topics It is a must for students following courses in early childhood education and care Professor Cathy Nutbrown directs and teaches on Masters and Doctoral programmes in Early Childhood Education at the University of Sheffield

The Routledge International Handbook of Young Children's Rights Jane Murray,Beth Blue Swadener,Kylie Smith,2019-10-28 Written to commemorate 30 years since the United Nations Convention on the Rights of the Child UNCRC The Routledge International Handbook of Young Children s Rights reflects upon the status of children aged 0 8 years around the world whether they are respected or neglected and how we may move forward With contributions from international experts and emerging authorities on children s rights Murray Blue Swadener and Smith have produced this highly significant textbook on young children s rights globally Containing sections on policy along with rights to protection provision and participation for young children this book combines discussions of children s rights and early childhood development and investigates the crucial yet frequently overlooked link between the two The authors examine how policy practice and research could be utilised to address the barriers to universal respect for children to create a safer and more enriching world for them to live and flourish in The Routledge International Handbook of Young Children s Rights is an essential resource for students and academics in early childhood education social work and paediatrics as well as for researchers policymakers leaders and practitioners involved in the provision of children s services and paediatric healthcare and international organisations with an interest in or ability to influence national or global policies on children s rights

Young Children's Rights Priscilla Alderson,2000-01-01 Priscilla Alderson examines the issue of young children s rights

starting with the question of how the 1989 UN Convention on the Rights of the Child applies to the youngest children from birth to eight years of age The question of finding a balance between young children s rights to protection to provision resources and services and to participation expressing their views being responsible is discussed The author suggests that in the belief we are looking after their best interests we have become overprotective of children and deny them the freedom to be expressive creative and active and that improving the way adults and children communicate is the best way of redressing that balance She considers some of the problems adults may have communicating with children and offers practical suggestions as to how these can be overcome Young Children s Rights is published by Jessica Kingsley for Save the Children the leading international voluntary organisation for children in the UK who saw the need for this book and commissioned the work This readable informative and thought provoking book is a compelling invitation to rethink our attitudes to young children s rights in the light of new theories research and practical evidence about children s daily lives It will be of interest to anyone who works with young children

Empowering Early Childhood Educators Naomi McLeod, Patricia Giardiello, 2019-06-05 This forward thinking text challenges educators to think about and question the purpose of education and explores international understandings of the role played by early years professionals in promoting participatory ethical and reflexive practice which benefits children as independent decision makers By exploring the different perspectives concepts and practices adopted in early childhood settings in Denmark Finland Aotearoa New Zealand and Sweden Empowering Early Childhood Educators demonstrates the potential of participatory and democratic approaches in day to day practice Illustrating how pedagogical approaches such as Te Wh riki Reggio Emilia and the Montessori method may be understood and interpreted to maximise children s engagement in their socio cultural context chapters empower educators to question their professional experience knowledge and initiative to find a balance between directives and ethical practice A rich combination of case studies commentaries interviews and conversations the text offers critical insight into the daily practices and challenges of early years educators around the world and inspires critical reflection on practices which empower them A powerful revaluation of the purposes and value of early childhood education Empowering Early Childhood Educators will be of interest to early years practitioners students and researchers

Loris Malaguzzi and the Reggio Emilia Experience Kathy Hall, Mary Horgan, Anna Ridgway, Rosaleen Murphy, Maura Cunneen, Denice Cunningham, 2014-10-23 The Municipal preschools of Reggio Emilia in Northern Italy are renowned world wide for the excellence of their provision This approach provides a unique collaboration between children parents teachers and the wider community Loris Malaguzzi and the Reggio Emilia Experience brings together the history and context of the Reggio Emilia experience and explores the principles espoused by Loris Malaguzzi and the Early Years Educators of the Reggio Emilia Municipality It critically evaluates the emergent curriculum and quality provision and offers new insights into the powerful and dominant discourses of the Reggio movement It will provide students and educators with a comprehensive overview of the phenomenon that is Reggio

Emilia Understanding Schemas and Young Children Frances Atherton, Cathy Nutbrown, 2013-04-29 Shortlisted for the 2013 Nursery World Awards This exciting book will greatly enhance understanding of learning throughout the early years and reinforces the importance of responsive professionals who understand children's schemas Atherton and Nutbrown have brought together socio cultural and cognitive learning theories with ease and their metaphors are brilliantly evocative Dr Anne Meade Consultant This book is drawn from a study carried out with rigour and contains several gems such as the bike and slide exploration the idea of adults engaging in a dialogue of conceptual correspondence with children and tables outlining what the children might have been thinking A great read Dr Cath Arnold Pen Green Early Years Centre This is an exciting and illuminating account of babies and toddlers following their schema fascinations with determination and competence as they continually explore and experiment and come to know their world This book captivated me It should be in every early childhood education setting Pam Cubey This is the first book to focus specifically on Schemas and children under three The authors trace the development of schemas from motor level through to symbolic representation and show how to use schema theory to understand young children's learning and behaviour This accessible and student friendly book includes activities and discussion points links to policy and practice descriptive observational material a look at the ethics of this kind of research numerous photographs and illustrations suggestions for follow up reading The book is aimed at early childhood professionals and practitioners in ECEC settings as well as those on initial training courses teacher education Early Years courses and higher degrees *The Characteristics of Effective Learning* Annie Woods, 2014-08-27 The characteristics of effective learning playing and exploring active learning and creating and thinking critically underpin young children's learning and development and are central to the revised Early Years Foundation Stage Practitioners need to be confident of planning observing and assessing characteristics of effective learners and understand how they support children's learning and development The book explores what the characteristics of effective learning look like and how practitioners can create opportunities for children to express them It considers the ways in which they connect with children's natural explorations play enjoyment and the environments created by adults Throughout the focus is on building on children's own interests as practitioners plan for observe and assess playing and exploring active learning and creativity and critical thinking Including encounters from authentic settings and provocative questions for reflective practice the book covers children's well being and motivations creating effective learning possibilities for all children engaging children's interests the role of the adult and environment sustained shared thinking This timely new text aims to help practitioners and students develop their understanding of the characteristics of effective learning and show them how they can support young children in become effective and motivated learners *Routledge Library Editions: Special Educational Needs* Various, 2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books

from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications Rethinking Inclusion and Transformation in Special Education Efstratopoulou, Maria, 2022-06-24 Diversity creates a rich environment for ideas to evolve into new and more refined forms This pedagogical approach can help students to appreciate and value all forms of diversity and enrich learning There is a need for administrators in education to institute policies that will support diversity and inclusion within special education classrooms Rethinking Inclusion and Transformation in Special Education explores the latest findings on how children learn by discussing global policies and educational practices considering professional expectations establishing parent relationships that enhance communication creating an effective learning environment that meets all students needs and using technology wisely Covering topics such as language development promotion school leadership practices and long term skill support this book is essential for special education teachers diversity officers school administrators instructional designers curriculum developers academicians researchers and upper level students **Play, Learning and the Early Childhood Curriculum** Elizabeth Wood, Jane Attfield, 2005-05-17 An excellent overview of the development in thinking about play based on research into different aspects of play This book enables the reader to not only access and engage with developing theories and ideas but also provides practical ideas and examples that have been tried and tested in the classroom This book should be compulsory reading for every teacher of young children who are interested in developing their practice to provide a stimulating active and playful environment with their children in which effective learning and positive attitudes are developed Bernadette Hancock Headteacher of Christ the King Primary School Cardiff One of the major strengths of the book is that it makes some complex theory highly accessible to its audience This makes it an excellent introductory book for use on inservice and undergraduate programs Sue Rogers Institute of Education This book aims to improve the quality of play in educational settings It will be valuable for a wide range of practitioners Nursery World In this new and updated edition of an outstanding book Wood and Attfield once again demonstrate how young children make meaning and construct knowledge through play They combine an informed discussion of the ideological tradition of the early childhood pioneers which continues to underpin most contemporary provision with a refreshing openness to the new insights provided by recent research and the new opportunities offered by the Foundation Stage era Their unrivalled explanation of the links between theorists such as Vygotsky and classroom provision for play is now expanded through considerations of recent findings in neuroscience and a renewed awareness of the sociocultural contexts of childhood as well as by studies which acknowledge the importance of boisterous rough and tumble play activities for children s development And throughout they remind readers and practitioners of the important distinction between play as a spontaneous activity of children play as such and the play which educators offer as a medium for learning Elizabeth Brooker Course Leader MA in Childhood Studies Institute of Education This book provides a thorough and up to date

overview of the topical issue of teaching and learning through play Chapters cover issues including assessment through play the role of adults in children s play the impact of play on social and emotional learning and how to develop a whole school approach to learning through play This book is theoretical and detailed but extremely interesting and there is certainly practical information to be found in it Early Talk This timely Second Edition explores recent developments which strongly endorse play as an integral part of the curriculum The content has been fully revised to reflect contemporary thinking about the role and value of play in early childhood and beyond A key focus is the provision of a secure theoretical and practical grounding for developing a pedagogy of play In the first section the authors provide an overview of recent developments in education policies and reviews of research into different aspects of play In the second section the emphasis is on classroom practice specifically organizing and developing play with particular reference to the Foundation Stage and Key Stage 1 establishing progression and continuity with Key Stage 1 assessing children s learning through play the role of adults in children s play using the plan do review approach to integrate child initiated and adult directed play the importance of socio dramatic play for children s social and emotional learning and developing a whole school play ethos This book enables practitioners to create unity between play learning and teaching and to improve the quality of children s learning New material provided by practitioners has been added to show how this unity can be successfully achieved This is an essential text for students of education It is highly recommended to those undertaking degrees in Childhood Studies and those on Initial Teacher Training programmes in early years and primary education

Education Studies Steve Bartlett,Diana Burton,2003-05-29 This key text provides an overview of current theoretical issues areas of study and major themes that are covered in Education Studies programs

Theories and Approaches to Learning in the Early Years Linda Miller,Linda Pound,2010-12-10 By focusing on key figures in early years education and care this book considers the influential thinkers and ground breaking approaches that have revolutionized practice With contributions from leading authorities in the field chapters provide an explanation of the approach an analysis of the theoretical background case studies questions and discussion points to facilitate critical thinking Included are chapters on Froebel Psychoanalytical theories Maria Montessori Steiner Waldorf education High Scope Post modern and post structuralist perspectives Forest Schools Vivian Gussin Paley Te Whatilderiki Written in an accessible style and relevant to all levels of early years courses the book has staggered levels of Further Reading that encourage reflection and promotes progression Linda Miller is Professor Emeritus of Early Years The Open University Linda Pound is a consultant and author renowned for her work in early years education and care

Primary Teaching Assistants Curriculum in Context Carrie Cable,2014-03-18 Teaching assistants are uniquely placed to support children s involvement with learning through the curriculum This book explores those issues that are central to that process Specifically it examines strategies for supporting learning and assessment in English maths and science inclusive and imaginative practices in all areas of learning home and community contexts for learning working practices which support

professional development This book is written primarily for learning support staff their teaching colleagues and those responsible for professional development and training Thinking About Play: Developing A Reflective Approach Moyles, Janet, 2010-09-01 Education **Children's Social and Emotional Wellbeing in Schools** Debbie Watson, Carl Emery, Phillip Bayliss, 2012-01-18 This book challenges the concept of wellbeing as applied to children particularly in a school based context Taking a post structural approach it suggests that wellbeing should be understood and experiences revealed at the level of the subjective child This runs counter to contemporary accounts that reduce children s wellbeing to objective lists of things that are needed in order to live well This book will be useful for academics and practitioners working directly with children and anyone interested in children s wellbeing Threads of Thinking Cathy Nutbrown, 2011-04-06 Written by a leading author this popular book explains schemas a key early childhood concept in an accessible manner making it perfect for any early childhood course **Working with Babies and Children** Jools Page, Cathy Nutbrown, Ann Clare, 2013-03-21 Working with Babies and Children is essential for all who work with children under three due to its combination of theory and practice clear writing and pedagogical material The Second Edition contains extensive updates on policy new case studies and activities from current settings This revised edition emphasizes child development and learning attachment key person relationships planning the environment for babies understanding every child working with parents This book will be useful to those on initial training courses such as Foundation degrees NVQ BA Education and Early Childhood Studies and for managers and practitioners undertaking CPD Assessing Children's Personal And Social Development MARTIN BUCK, Helena Burke, Sally Inman, 2005-07-28 Social and personal development of pupils is an area of growing interest However while much has been done in relation to provision for development there is little available on how teachers might assess the development of pupils be it spiritual moral social or cultural The contributors also examine how we might accredit such development With provision for development on the national agenda this title looks at the repercussions and examines the difficult issues raised by assessment and accreditation and the problems with which teachers will inevitably be faced

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