

Moral Classrooms, Moral Children

Creating a Constructivist
Atmosphere in Early Education



Rheta DeVries & Betty Zan

Moral Classrooms Moral Children Creating A Constructivist Atmosphere In Early Education

Doris Pronin Fromberg,Doris Bergen



Moral Classrooms Moral Children Creating A Constructivist Atmosphere In Early Education:

Moral Classrooms, Moral Children Rheta DeVries, Betty Zan, 1994 This work addresses the question of how to establish an interpersonal classroom atmosphere that fosters children's intellectual social moral emotional and personality development

Play from Birth to Twelve Doris Pronin Fromberg, Doris Bergen, 2006 In light of recent standards based and testing movements the issue of play in childhood has taken on increased meaning for educational professionals and social scientists This second edition of Play From Birth to Twelve offers comprehensive coverage of what we now know about play its guiding principles its dynamics and importance in early learning These up to date essays written by some of the most distinguished experts in the field help students explore all aspects of play including new approaches not yet covered in the literature how teachers in various classroom situations set up and guide play to facilitate learning how play is affected by societal violence media reportage technological innovations and other contemporary issues which areas of play have been studied adequately and which require further research

Multicultural Teaching in the Early Childhood Classroom Mariana Souto-Manning, 2015-04-24 This unique book features an array of approaches strategies and tools for teaching multiculturally in the early years The teachers and classrooms portrayed here provide young children with rich educational experiences that empower them to understand themselves in relation to others You will see how amazing teachers engage in culturally responsive teaching that fosters educational equity while also meeting state and national standards such as the Common Core State Standards This engaging book is sprinkled with questions for reflection and implementation that encourage educators to start planning ways of enhancing their own teaching making their early childhood setting a more equitable learning space Book Features Multicultural education in action including the everyday issues and tensions experienced by children and their families Powerful vignettes from diverse Head Start preschool kindergarten 1st and 2nd grade classrooms throughout the United States Sections on Getting Started and Considering Obstacles and Exploring Possibilities in each chapter A list of multicultural children's books and resources for further reading Chapters Multicultural Tools and Strategies for Teaching Young Children Multicultural Education as Transformative Education Interviews Encouraging Children to Ask Questions Critical Inquiry Supporting Children's Investigations Culture Circles with Multicultural Literature Addressing Issues of Fairness Community Resources and Home Literacies Developing Funds of Knowledge Technology Media ting Multicultural Teaching Storytelling and Story Acting Creating Spaces for Children to Negotiate Change Reflecting on the Possibilities of Teaching Multiculturally What Next What If Mariana Souto Manning is Associate Professor of Education in the Department of Curriculum and Teaching at Teachers College Columbia University A profound rich and rewarding meditation and deep conversation with teachers fully engaging young children with culture social history and learning for the future This wide ranging book escapes temporal spatial and disciplinary boundaries Read it and reflect on how you can take it into your own life of learning Shirley Brice Heath Professor Emerita Stanford University

Early childhood educators will experience this unique book as a warm and detailed invitation to engage in multicultural education. The emphasis throughout is on multiple pedagogical approaches from culture circles to podcasts to story acting and multiple cultural heritages embodied by active children and teachers. From a critical perspective and alongside creative teachers who aspire to be transformative, Souto Manning links accessible theory with rich and thoughtful practices. Celia Genishi, Professor of Education, Teachers College, Columbia University. Mariana Souto Manning's *Multicultural Teaching in the Early Childhood Classroom* rightly places the use of deficit thinking and ineffective teaching strategies in the wasteland of classroom instruction. The author superbly documents and explains ways of teaching multiculturally that will richly benefit the learning of all students and make teaching become the fun that teachers dreamed it would be when they first said, "I want to teach because I love kids." Carl A. Grant Hoefs Bascom, Professor, University of Wisconsin-Madison.

Multicultural Teaching in the Early Childhood Classroom encourages teachers to honor, affirm, and challenge even our very youngest children to think inclusively, critically, and democratically, a necessity if we are to help develop knowledgeable, caring, and empowered learners. Sonia Nieto, Professor Emerita, University of Massachusetts Amherst.

The Role of Moral Reasoning on Socioscientific Issues and Discourse in Science Education Dana L. Zeidler, 2007-04-29. This is the first book to address moral reasoning and socioscientific discourse. It provides a theoretical framework to reconsider what a functional view of scientific literacy entails by examining how nature of science issues, classroom discourse issues, cultural issues, and science technology society environment case-based issues contribute to habits of mind about socioscientific content. The text covers philosophical, psychological, and pedagogical considerations underpinning moral reasoning as well as the status of socioscientific issues in science education.

Differentiating for the Young Child Joan Franklin Smutny, S.E. von Fremd, 2004-03-18. *Differentiating for the Young Child* is designed to help primary teachers cope with the increase of diverse knowledge sets and different learning styles. This book addresses early identification by using differentiation and offers strategies and methods for intellectual discovery and creative thinking. It tackles issues relating to underserved students, emphasizes key discipline areas, and discusses differentiated technology use. Forms, charts, samples, and appendices are included throughout the book to help general education teachers apply the material to their classrooms. This book to inspire educators to move in new directions to meet the diverse needs of young students.

Serious Players in the Primary Classroom Selma Wassermann, 2000-07. After 10 years of accolades for *Serious Players in the Primary Classroom*, Empowering Children Through Active Learning Experiences, Selma Wassermann provides readers with a second edition to her classic. Building on the original work, this new edition offers further insight into Wassermann's notion of organizing for instruction, known as Play-Debrief-Replay, a way of structuring curriculum experiences to promote children's active learning in cooperative groups and to foster independent thinking. The book also provides a theoretical framework for implementing teaching for thinking in primary classrooms. By updating references and adding a new chapter on moral dilemmas, including

information that is consonant with constructivist ideologies Wassermann continues to promote ways of teaching that stimulate children's appreciation for social and ethical issues Her approach is holistic it not only honors the play of children but also the work of teachers Accessible and enlightening this new edition is a must read for all early childhood professionals Parents too will find this volume useful **Handbook of Moral and Character Education** Larry Nucci, Darcia

Narvaez, 2014-04-24 There is widespread agreement that schools should contribute to the moral development and character formation of their students In fact 80% of US states currently have mandates regarding character education However the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive research oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future Now in its second edition this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings and much more **Second International**

Research Handbook on Values Education and Student Wellbeing Terence Lovat, Ron Toomey, Neville Clement, Kerry Dally, 2023-11-14 This collection applies the principles underlying values education to addressing the many social and learning challenges that impinge on education today Insights in the fields of social and emotional learning student wellbeing and increasingly educational neuroscience have demonstrated that values education represents an efficacious pedagogy with holistic effects on students across a range of measures including social emotional and intellectual outcomes With schools in the 21st century confronting issues such as gender identity stemming radicalism mental health equity for disadvantaged groups bullying respect and the meaning of consent values education offers a way of teaching and learning that integrates and enhances student's affective and cognitive functioning The earlier edition of this book has become a standard reference for scholars and practitioners in the fields of values education moral education and character education Its citation rates reads and downloads have been consistently and enduringly high as have those of its companion text Values Pedagogy and Student Achievement A decade on the main purpose of the revised edition is to update and incorporate new research and practice relevant to values education Recent insights in the fields of neuroscience and social and emotional learning and their implications for education and student wellbeing are more overt than they were when the first edition was being compiled Additionally advanced thinking in the field of epistemology how humans come to know and therefore learn has also sharpened especially through the later writings of prominent scholars like Jurgen Habermas The revised edition has preserved the essential spirit and thrust of the original edition while making space for some of these new insights about the potential of values education to establish optimal and harmonious learning and social environments for both students and teachers **Building Academic Success on Social and Emotional Learning** Joseph E. Zins, Roger P.

Weissberg, Margaret C. Wang, Herbert J. Walberg, 2004 In this groundbreaking book nationally recognized leaders in

education and psychology examine the relationships between social emotional education and school success specifically focusing on interventions that enhance student learning Offering scientific evidence and practical examples this volume points out the many benefits of social emotional learning programs Today s growing emphasis on academic success and school accountability makes SEL programs more relevant and useful to schools than ever before This groundbreaking book belongs on the shelves of all who are interested in giving students essential tools to succeed From the Foreword by Daniel Goleman An excellent authoritative collection of the best ideas programs and expert advice available in the field of social and emotional learning This book is both scholarly and practical Howard Gardner Hobbs Professor of Cognition and Education Harvard University Recommended reading for new and experienced educators mental health professionals and anyone interested in learning more about promoting the healthy development of children Marsha Kline Pruett Yale University School of Medicine Law and Psychiatry and Yale Child Study Center This book offers valuable research showing social and emotional learning as more than touchy feely it is at the heart of academic achievement This is a must read for anyone who cares about the whole child Paul Houston Executive Director American Association of School Administrators *Understanding Multiage Education* Sandra J. Stone, Kathleen G. Burriss, 2019-04-30 Presenting a compelling case for changing our system of education from a graded curriculum centered approach to a multiage child centered approach *Understanding Multiage Education* is a comprehensive exploration of the philosophy and foundations of multiage education Veteran educators Stone and Burriss examine the why of multiage education exploring how multiage classrooms structure environment strategies and assessments unfold and complement the multiage philosophy and pedagogy Delineating the differences between a standard and a mixed age approach each chapter features Inside Insights short vignettes case studies examples of multiage in practice and discussion questions challenging readers to engage with the core concepts and examine how we might define success in a multiage classroom Designed for graduate level students of early childhood elementary and general education courses as well as experienced practitioners this is an essential guide for anyone interested in understanding the rationale implementation and benefits of multiage education **Teaching Young Children Social Studies** Gayle Mindes, 2006-09-30 By linking theory to practice with an emphasis on national and state standards Head Start Performance Standards No Child Left Behind and IDEA the authors coherently combine principles of child development and social studies content to create a solid program for preschool through grade three The authors maintain the overriding idea throughout the *Teaching Young Children* series that strategies derived from knowledge of child development are used to teach content knowledge It is this concern that makes this volume an excellent resource for teachers and parents In addition to specific discussions of how to build and conduct a social studies curriculum the work includes vignettes of teachers and children in the classroom graphics illustrating concepts and methods and matrices charts and tables to enhance understanding The authors effectively intertwine social learning in young children and development of self concept with the theme based curriculum of the National

Council for Social Studies the principles of multicultural education parent collaboration to support learning and creating connections between classroom and community The Ethical Teacher Elizabeth Campbell, 2003-09-16 This book presents the concept of ethical knowledge as it is revealed as it is challenged and as it may be used in schools The book combines empirical expressions of teachers beliefs and practices with a discussion of the connections between the moral dimensions of schooling and applied professional ethics in teaching Ethical knowledge relies on the teacher s awareness understanding and acceptance of the demands of moral agency Ethical knowledge is compromised by moral dilemmas and complexities that routinely challenge teachers Moral tensions may be eased by three avenues of renewal based on heightened attention to ethical knowledge a renewed sense of teacher professionalism renewed school cultures and renewed teacher education and professional learning The Ethical Teacher is for teachers and teacher educators and for those who conduct research about their worlds **Ethics Across the Curriculum—Pedagogical Perspectives** Elaine E. Englehardt, Michael S.

Pritchard, 2018-05-08 This book features articles by more than twenty experienced teachers of ethics who are committed to the idea that ethics can and should be taught virtually anywhere in the education curriculum They explore a variety of ways in which this might best be done Traditionally confined largely to programs in philosophy and religion the teaching of ethics has in recent decades spread across the curriculum education The contributors to this book discuss the rationale for supporting such efforts the variety of challenges these efforts face and the sorts of benefits faculty and students who participate in ethics across the curriculum endeavors can expect An overriding theme of this book is that the teaching of ethics should not be restricted to one or two courses in philosophy or religion programs but rather be addressed wherever relevant anywhere in the curriculum For example accredited engineering programs are expected to ensure that their students are introduced to the ethical dimensions of engineering This can involve consideration of ethical issues within particular areas of engineering e g civil mechanical electrical chemical as distinctive segments of certain courses e g those that focus on design problems or as a full semester course in ethics in engineering Similar approaches can be taken in nursing medicine law social work psychology accountancy management and so on That is some emphasis on ethics can be expected to be found in broad range of academic disciplines However many ethical issues require careful attention from the perspectives of several disciplines at once and in ways that require their joining hands Recognizing that adequately addressing many ethical issues may require the inclusion of perspectives from a variety of disciplines makes apparent the need for effective communication and reflection across disciplines not simply within them This in turn suggests that faculty and their students can benefit from special programs that are designed to include participants from a variety of disciplines Such programs will be a central feature of this book Although some differences might arise in how such issues might best be discussed across different parts of the curriculum these discussions might be joined in ways that help students faculty administrators and the wider public better appreciate their shared ethical ground **Becoming a Teacher: Knowledge,**

Skills and Issues Maggie Clarke, Sharon Pittaway, 2014-04-23 Marsh's *Becoming a Teacher 6e* continues to offer pre-service teachers a practical and user-friendly guide to learning to teach that students find invaluable throughout their entire degree. Marsh covers a comprehensive introduction to teaching methodology preparing pre-service teachers for the challenges they face in a 21st-century classroom. All chapters in this new edition have been updated with new approaches and current references by the two new authors, Maggie Clarke and Sharon Pittaway. The approach in this 6th edition is more reflective and gives readers an even greater opportunity to interact with issues raised in the text.

Handbook of Research on Schools, Schooling and Human Development Judith L. Meece, Jacquelynne S. Eccles, 2010-06-10 Children spend more time in school than in any social institution outside the home. And schools probably exert more influence on children's development and life chances than any environment beyond the home and neighbourhood. The purpose of this book is to document some important ways schools influence children's development and to describe various models and methods for studying schooling effects. Key features include Comprehensive Coverage: this is the first book to provide a comprehensive review of what is known about schools as a context for human development. Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom-level influences such as teacher-student relations to broader influences such as school organization and educational policies. Cross-Disciplinary: this volume brings together the divergent perspectives, methods, and findings of scholars from a variety of disciplines, among them educational psychology, developmental psychology, school psychology, social psychology, psychiatry, sociology, and educational policy. Chapter Structure to ensure continuity: chapter authors describe 1) how schooling influences are conceptualized, 2) identify their theoretical and methodological approaches, 3) discuss the strengths and weaknesses of existing research, and 4) highlight implications for future research, practice, and policy. Methodologies: chapters included in the text feature various methodologies, including longitudinal studies, hierarchical linear models, experimental and quasi-experimental designs, and mixed methods.

Routledge International Companion to Education Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The *Routledge International Companion to Education* aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium.

Education in the Moral Domain Larry P. Nucci, 2001-05-07 This book brings together the results of 25 years of research on the domain theory of social cognitive development. On the basis of that research, which shows that morality is a domain distinct from other social values, the author provides concrete suggestions for creating a moral classroom climate, dealing with student discipline, and integrating moral values within the curriculum. Among questions addressed are: Is morality a set of rules we acquire like any other? Are there universal aspects to morality, or is it culture-specific? Is there such a thing as moral character? How best can teachers make use of our knowledge about children's moral and social growth in their everyday classroom practices? Integrated answers to these questions result in a comprehensive approach that does not reduce moral education to a process

of induction or inculcation but rather harnesses children's intrinsic motivation to comprehend and master their social worlds

Cooperative Learning Adrian Ashman, Robyn Gillies, 2003-12-16 This book recognizes the importance of cooperative learning in contrast to the traditional classroom as an effective approach to learning. Its coverage of the subject ranges across the educational spectrum from pre school years to university and offers a fresh perspective on a topic that has gained increasing interest worldwide. With contributions from an international panel of leading experts in the field, this engaging text succeeds in providing key insights linking the theories that underpin the study of group dynamics to their practical application in the classroom. It presents a comprehensive overview of this alternative educative approach illustrating how cooperative learning experiences can promote socialisation and friendships and facilitate learning. The editors assemble a range of well researched essays covering such aspects as The importance of teacher and student interaction. Small group virtual and non virtual teaching environments. Assessment practices for measuring the outcomes of individual and group progress. The effect of cooperative learning on relationships amongst students with diverse cultural social and learning needs. Illustrated with practical examples throughout, this book will be a crucial read for teacher educators, educational psychologists, student teachers, academics and researchers who want to realize the significant potential of cooperative learning in all educational settings.

What If All the Kids are White? Louise Derman-Sparks, Patricia G. Ramsey, 2006 In this compelling volume, distinguished educators tackle a frequently asked question about multicultural education: How do I teach about racial and cultural diversity if all my students are white? The authors propose seven learning themes to help young white children resist messages of racism and build identity and skills for thriving in a multicultural country and world. The text includes strategies, resources, and classroom examples for implementing the learning themes in early childhood settings. Taking multicultural education to a new level, this practical guide places the development of white children's racial identity in the context of the historical construction of whiteness and racism in America and suggests strategies for nurturing a new white identity as the starting place for anti-bias multicultural work with children. It includes activities for families and staff, reflection questions, a review of white anti-racism activists, lists of suggested children's books, and organizational and website resources.

Handbook of Child Psychology, Child Psychology in Practice William Damon, Richard M. Lerner, K. Ann Renninger, Irving E. Sigel, 2007-07-30 Part of the authoritative four-volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared. Updated and revised to reflect the new developments in the field, the Handbook of Child Psychology, Sixth Edition, contains new chapters on such topics as spirituality, social understanding, and non-verbal communication. Volume 4, Child Psychology in Practice, edited by K. Ann Renninger, Swarthmore College, and Irving E. Sigel, Educational Testing Service, covers child psychology in clinical and educational practice. New topics addressed include educational assessment and evaluation, character education, learning disabilities, mental retardation, media and popular culture, children's health, and parenting.

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