THE NURSERY TEACHER IN ACTION

Teaching 3, 4 and 5-Year-Olds



Margaret Edgington

Nursery Teacher In Action Teaching 3 4 And 5 Year Olds

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Nursery Teacher In Action Teaching 3 4 And 5 Year Olds:

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field are evident and she manages to blend good practice policy and theoretical aspects bringing an astute yet sensitive approach to the early years practitioners varied experiences and qualifications. The book reaches not only those who are starting on their careers as early years practitioners but also those who have been there a long time and witnessed many often bewildering changes where their beliefs and practice have been challenged. The new edition should be essential reading not only for those working in the field whatever stage in their careers but also for anyone who seeks to understand small children and support them in the best way possible Angela D Nurse Head of Department of Childhood Studies Canterbury Christ Church University This is a fully revised and updated edition of the author's best selling book The Nursery Teacher in Action Second Edition This book now includes an extended section on leadership on managing the foundation stage and involving the team in monitoring and evaluating foundation stage practice Curriculum planning and assessment now reflect the new statutory guidance on the Foundation Stage Curriculum and Profile The author reviews the implementation of the Foundation Stage and the Profile positive developments and areas which are still proving challenging New material is included on the broadening role of the foundation stage teacher in integrated multi disciplinary services and providing support in other settings The book has been updated to include recent findings from Effective Pedagogy projects and other research on learning styles The Foundation Stage Teacher is essential reading for all early years students and practitioners early years course tutors and teachers new to working with 3 5 year olds and also primary headteachers Mark O'Hara, 2004 Providing comprehensive coverage of the issues involved in the new government chapters on 3 8 teaching this is a textbook for initial teacher training and for newly qualified teachers The Foundation Stage Teacher in Action Margaret Edgington, 2004-09-22 The book takes a deeper insight into the role of the practitioner and provides invaluable information Nursery Education I think the book would be good value for money for anyone working within a foundation stage team Foundation Stage File The Foundation Stage Teacher in Action is one of the definitive texts on the foundation stage in which Margaret Edgington deals with the realities of practice based on theory and early years principles It is immensely practical and easy to read and while it deserves to be read from cover to cover this New Edition is particularly accessible for those who want to dip in or who need to refer to a specific chapter Early Education If you are new to the Foundation Stage have been working in the Early Years for a few years or for longer than you care to remember if you have responsibility for employing staff for the Foundation Stage within your setting or if you work in a different key stage but have co ordinator responsibility for the Foundation Stage you should buy this book National Campaign for Nursery Education Newsletter This is classic in the world of nursery education and this Third Edition with its new title reflecting the changes in that world is as exciting and challenging as earlier versions Margaret Edgington's campaigning zeal is undiminished as she asserts the prime need for specialist teachers to work with young children in the Foundation Stage and backs this claim with authoritative research references This is a strong passionate authoritative text and I shall keep it close to hand for my own work Marian

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Studies questions are as important as answers What is childhood Is childhood the same in all cultures How do children grow and develop What space do we make for children in our society How do adults approach risk and what does this mean for children Can children's play be planned by adults Early Childhood Studies tackles these questions and more It explores the why how and what of studying and working with young children and their families considering how a range of theories can help us to identify useful questions This is a comprehensive up to date challenging and accessible core text for the Early Childhood Studies course Throughout key theories and research findings are highlighted and explored to help link theory and practice It covers the important themes of child development communication wellbeing observation working with parents inclusive practice leadership and research This fourth edition has been fully updated throughout and includes new chapters on children and risk inclusive learning environments play and adults concepts of childhood EBOOK: FOUNDATIONS OF LEARNING Julie Fisher, 2002-02-16 The introduction of the Foundation Stage for children age three to becoming six has had a profound impact on policy and practice in early education in the UK The choice of the word foundation to describe this first stage of learning has emphasised the importance of children's earliest experiences in underpinning all their subsequent attitudes and achievements In this innovative and challenging book Julie Fisher has brought together some of the country's leading early years specialists to explore how educators can establish firm foundations for young children's learning The themes in the book are stimulated by the metaphor of foundations with an introduction by an architect who explains the principles of establishing firm foundations for buildings Each of these established engineering principles is then creatively explored from an educational perspective as the authors seek to question how the foundations laid for buildings can offer fresh insights into the principles for creating firm foundations for learning **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 Teaching Science Creatively Dan Davies, Deb McGregor, 2010-12-14 How can you unlock your own creativity to help children learn science creatively How do you bring the world of real science into the classroom Where does science fit in a creative curriculum Teaching Science Creatively explores how creative teaching can harness primary aged children's sense of wonder about the world around them It offers innovative starting points to enhance your teaching and highlights curiosity observation exploration and enquiry as central components of children's creative learning in science Illustrated throughout with examples from the classroom and beyond this book explores the core elements of creative practice supporting both teacher and children to develop their knowledge and skills Key themes include The importance of science in a creative primary curriculum The role of play in early scientific learning Developing children's own interests and ideas into creative enquiry How theories of learning can help you understand children's creative development Teaching science topics in innovative and creative ways games drama role play puppets mini

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Circular United States. Office of Education, 1965 Register of Educational Research in the United Kingdom,

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