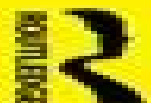


THE ROLE OF SUBJECT KNOWLEDGE IN THE EARLY YEARS OF SCHOOLING

Edited by Carol Aubrey

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EARLY YEARS



Role Of Subject Knowledge In The Early Years

Carol Aubrey



Role Of Subject Knowledge In The Early Years:

The Role of Subject Knowledge in the Early Years of Schooling Carol Aubrey, 2022-11-21 Originally published in 1994 the aim of the authors was to provide a comprehensive introduction to recent advances in research which had been made in learning and teaching in the early years of schooling at the time Emphasis is placed on how subject knowledge is constructed or acquired and the organization of teaching to promote the learner's active construction of meaning through the integration of new knowledge with existing understanding The National Curriculum is founded in subject knowledge though little examination appears to have been made of this in terms of how subject matter is transformed into the content of teaching that young children can understand It this remains for the teacher to develop instruction through the creation of a curriculum content and sequence which both reflects and advances the structure of existing forms of representation problem solving and knowledge which the child brings to the school The whole thrust of the book challenges the conventional early years ideology with its emphasis on child centred concrete and empirical approaches to learning with a view of teaching which is concerned with making sense of children's understanding and allowing their active construction of knowledge and information processing to develop expertise in context [The Role of Subject Knowledge in the Early Years of Schooling](#)

Carol Aubrey, 1994 **National Curriculum In The Early Years** Dr Theo Cox, Theo Cox, 2014-05-01 The child centred principles of early years education which emphasize play and holistic learning are being challenged by the implementation of a subject based National Curriculum The contributors to this book explore this challenge and offer some ways of meeting it practically and productively Issues covered include pedagogical issues such as the cross curricular topic based teaching teacher's attitudes to subject knowledge assessment issues including baseline assessment at the age of five and parental attitudes to the National Curriculum and its content at Key Stage 1 **Researching the Early Years Continuum** Pat

Broadhead, 1996 Makes a case for considering the years from birth to eight as a continuum of development and learning The text draws on research undertaken by nursery and primary teachers in conjunction with LEAs and by HE staff *Education in Early Childhood* Sue Robson, 2012-11-12 This work designed to be used as a basic textbook for student teachers taking B Ed and PGCE initial training courses provides an accessible but rigorous treatment of early childhood education integrating ideas and practice acts as a springboard for students further study arose out of the concerns and needs expressed by students themselves and has been written from a well known centre for early childhood studies Practitioner examples are included throughout together with selected readings

Learning in the Early Years 3-7 Jeni Riley, 2007-06-26 This second edition book is a welcome contribution to the early years literature base providing much needed information and a somewhat innovative response concerning how effectively to translate the Early Years Foundation Stage into practice Early Years This second edition of Learning in the Early Years has been fully updated to bring it in line with the Statutory Framework for the Early Years Foundation Stage The presentation and style is very readable and accessible and as such the

book provides an excellent resource for students and experienced early years practitioners alike Early Years Update Praise for the First Edition It was a joy to read this book This book provides a wealth of ideas for reflection as well as guidance to promote knowledge and skills essential in early years teaching Dario Pellegrini Educational Psychologist I found it hard to put it down I particularly liked the way it followed through into Key Stage 1 Who Minds An important contribution to difficult work Elizabeth Quintero The Steinhardt School of Education New York University This fully updated Second Edition of Learning in the Early Years 3 7 has been written to support early years practitioners understand and implement the new curriculum guidance document The Early Years Foundation Stage DfES 2007 In this book Jeni Riley clearly explains how to meet the requirements of the EYFS document and how this relates to the National Curriculum and the Primary National Strategy Framework for teaching for literacy and mathematics Offering informative and inspirational guidance on planning learning and teaching opportunities across the curriculum this book will help you to promote social intellectual aesthetic spiritual and physical development in your setting Topics covered include appropriate and lively ways of working with young children developing subject knowledge supporting children for whom English is an additional language the role of adults when interacting with children to support learning the place of information and communications technology the transition between the Foundation Stage and Key Stage 1 The book also draws on recent research on child development on how babies think and on effective learning and teaching for children aged 3 7 All early years students and practitioners will want to have this book to hand to guide them through the new guidance and to support them daily to implement successful practice Jeni Riley Reader in Literacy in Primary Education Institute of Education University of London SAGE Handbook of Play and Learning in Early Childhood Elizabeth Brooker, Mindy Blaise, Susan Edwards, 2014-06-17 This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods A real gem Beth Graue Department of Curriculum and Instruction Wisconsin Center for Education Research USA Play and learning scholarship has developed considerably over the last decade as has the recognition of its importance to children s learning and development Containing chapters from highly respected researchers whose work has been critical to building knowledge and expertise in the field this Handbook focuses on examining historical current and future research issues in play and learning scholarship Organized into three sections which consider theoretical and philosophical perspectives on play and learning play in pedagogy curriculum and assessment play contexts The Handbook s breadth clarity and rigor will make it essential reading for researchers and postgraduate students as well as professionals with interest in this dynamic and changing field Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education University of London Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University This

handbook s International Advisory Board included Jo Aliwood The University of Newcastle Australia Pat Broadhead Leeds Metropolitan University Australia Stig Brostrom Aarhus University Denmark Hasina Ebrahim University of the Free State South Africa Beth Graue Wisconsin Center for Education Research USA Amita Gupta The City College of New York CUNY USA Marjatta Kalliala University of Helsinki Finland Rebecca Kantor University of Colorado Denver USA Colette Murphy Trinity College Dublin Republic of Ireland Ellen Sandseter Queen Maud University College of Early Childhood Education Norway

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

Children's Mathematics Elizabeth Carruthers, Maulfry Worthington, 2006-08-30 In Case Study 5 a grassroots Children s Mathematics Network group the initiative supported the participants in their professional change by giving them a space for the detailed and joint consideration of children s mathematical thinking Another significant feature of this initiative is its focus on careful consideration and analysis of children s mathematics and the ways in which professionals can support and encourage the children s mathematical thinking and reasoning The standard of the mathematical understanding thinking and reasoning that the displays revealed was far higher than the specified curriculum objectives for children of this age Researching Effective CPD in Mathematics Education RECME project NCETM 2009 The review also plays great score by play based learning of a mathematical nature and makes specific recommendations regarding early mark making as a precursor to abstract mathematical symbolism Section 115 features children s mathematical graphics and emphasises The role of mark making in children s cognitive development is set out in

the taxonomy Carruthers and Worthington 2006 The report recommends that local authorities leaders managers and head teachers should provide a culture with a significant focus on mathematical mark making and a learning environment that encourages children to choose to use their own mathematical graphics to support their mathematical thinking and processes The Williams Maths Review DCSF 2008 At the very heart of the success of the book is the authors ability to see mathematics through young children s eyes by listening to and reflecting on the constant efforts made by children to make sense of their world This is a liberating book which proposes that the teaching of mathematics could and should be a highly creative and enjoyable process Branwen Llewelyn Jones Early Years Consultant at PACE Ltd TACTYC Ground breaking To single out any one chapter would be unfair because there is something thought provoking and inspirational throughout If you want to expand your understanding upwards and outwards then get a copy soon Times Educational Supplement I first read Children s Mathematics Making Marks Making Meaning a couple of years ago and it had an immediate impact on my own thinking and teaching and the work I do with trainee teachers I m sure you will find it compelling reading too I think it has the potential to change in a fundamental way how we think about early mathematical development Lynne McClure Editor Math Coordinator s File Mathematics Association In their exceptionally readable and informative book Children s Mathematics Making Marks Making Meaning Carruthers and Worthington 2006 draw attention to one of the main goals of early years teaching that is to help children make links between the mathematics they have already encountered and continue to engage with at home and the more abstract mathematics of the school These authors suggest that by encouraging children to represent mathematical ideas in their own ways and crucially by talking to the pupils about the marks they have made we are given a window onto their thinking that may otherwise be inaccessible Liz Pumphrey NRICH This book draws on the authors many years of teaching children aged three to eight years and also on their extensive research with children in the home nursery and school The authors explain the development and range of young children s mathematical marks and visual representations showing how children make mental connections between their own early marks and subsequent abstract mathematical symbolism and go on to develop their own written methods Combining theory and practice this acclaimed book demonstrates how children s own mathematical graphics are highly creative and show deep levels of thinking The authors show how this is the key to success in school mathematics and to higher levels of achievement The authors are winners of TACTYC s 2003 Jenefer Joseph Award for the Creative Arts 3 8 awarded for their innovative work with children on mathematical graphics *Early Childhood Educational Research* Carol Aubrey, Tricia David, Ray Godfrey, Linda Thompson, 2005-12 This work focuses on the field of early years research It argues that the educational research community has blossomed in the UK in recent years with the growth of higher degrees and practitioner research within this area The Role of The Adult in Early Years Settings Janet Rose, Sue Rogers, 2012-06-16 This book offers a unique and critical approach to the theme of adults working in early years settings through a focus on seven key dimensions encompassed in the term the plural practitioner The discussion is

strongly underpinned by a consideration of the two important principles of child centredness and social justice The authors also draw on multiple perspectives including the role of neuroscience and socio cultural perspectives to consider who these early years professionals are and the complexity of what they bring to their work Linda Miller Professor Emeritus Early Years The Open University UK This essential book focuses on the adult role within early years education and care The book introduces the concept of the plural practitioner which acknowledges that the role of the adult in early years settings is complex and entails many different responsibilities The book argues that the plural practitioner can create quality early years provision by implementing child centred and socially just practices The idea of the plural practitioner is embedded in theory and research providing a robust rationale and framework to help early years practitioners understand of a range of theories and relate them to their work with young children The book includes Discussion of the seven different dimensions of the adult role to help practitioners reflect on the multiple and complex ways in which they work with young children including The Critical Reflector The Carer The Communicator The Facilitator The Observer The Assessor and The Creator Key questions at the end of each chapter to stimulate further reflection and reading Case study examples of real practitioner experiences The Role of the Adult in Early Years Settings will appeal to all students and practitioners either planning to or currently working in early years settings and aiming to develop their practice

Early Years Science Education Mike Watts, Alison Silby, 2020-04-28 The educational provision for early years is growing and changing across many parts of the world not least in the UK While this book leans heavily on the mounting literature on early child development in its broadest sense physically emotionally linguistically its central focus lies squarely on the growth of children's scientific thinking and activities Written by educators this book is based both on formal educational research and professional practice in action The authors describe children's science concept development their curiosity driven exploration emergent ecological literacy their learning through science play the assessment of early learning the role of parents and practitioners within early education contexts and some question the very basis of the science being taught Illustrations and examples of practice are not confined to the UK though the messages to be derived from each chapter have application way beyond the immediate context This book was originally published as a special issue of Early Child Development and Care

A Practical Guide to Teaching Reading in the Early Years Ann Browne, 1998-09-28 This is a clear jargon free analysis of current national curriculum and national literacy strategy documents combined with sensible and creative suggestions for implementing them the activities are imaginative consistent and true to the author's ideal of a full and empowering critical literacy for all children Times Educational Supplement Friday Magazine A Practical Guide to Teaching Reading in the Early Years meets the needs of student teachers on undergraduate and postgraduate teachers training courses It addresses the English National Curriculum for Teacher Training as well as covering the curriculum requirements for young children It will also be relevant

Contemporary Issues in the Early Years Gillian Pugh, Bernadette Duffy, 2009-11-25 Written and edited by leading

practitioners and researchers in early childhood this new edition of Pugh and Duffy's highly regarded book provides a critical examination of key issues in the field. The fifth edition is extensively revised to emphasise the role of multi-agency working in responding effectively to the needs of children and families. Written with the new Early Years Foundation Stage and the Early Years Professional Status requirements in mind, the new edition of this best-selling book includes fully updated coverage of policy and research practice and workforce issues as well as four brand new chapters on Children's Centres, Health services in the early years, Leading and working in multi-agency teams, Quality in early childhood education. This book is essential reading for students on early childhood studies courses, PGCEs and early years foundation degrees and multi-agency team workers in early childhood services provision. Dr Gillian Pugh is Visitor Professor at the Institute of Education and former chief executive of Coram Family. Bernadette Duffy is Head of Centre at Thomas Coram Centre for Children and Families in Camden.

Understanding Science Teachers' Professional Knowledge Growth Michel Grangeat, 2015-12-09 Science education has to be improved in order to become more responsive to the needs of society confronted with a rapidly changing world. Bringing science teaching up to a higher level is a key factor in this endeavour. The authors of this book think about teachers as part of the immediate and large communities and systems in which they function. They consider the development of teachers' professional knowledge as a continuous process that depends on the communities they are committed to and participate in: the discipline they are teaching, the social context in which they perform, the instruments made available in their environment and their day-to-day classroom experience. From this perspective, each teacher learns in an individual way but cannot learn without relying on their colleagues and other partners. Such professional knowledge is partly tacit and explicit and thus possessed by teachers, experts and researchers. Coordinating activity theory and models of pedagogical content knowledge (PCK), the book provides a better understanding of the growth of science teacher professional knowledge. The chapters are organised around shared perspectives and themes and based on research findings. The emerging model can inform pre-service teacher educators, researchers and students. The book results from exchanges and symposia during international conferences ECER, ESERA and from a two-day seminar held at Université Grenoble Alpes in March 2015. **Early Childhood**

Studies Jane Johnston, Lindy Nahmad-Williams, Ruby Oates, Val Wood, 2018-02-16 This fully updated new edition offers a comprehensive, accessible yet rigorous introduction to the study of Early Childhood that will add value to any Early Childhood Studies course at both foundation and degree level. Addressing both care and education in the Early Years, the book considers a range of multi-disciplinary aspects of Early Childhood including health, social, educational, psychological and sociological perspectives. Early Childhood Studies engages the reader by providing real-world examples that underpin theoretical perspectives and bring examples to life while encouraging practitioners to engage in reflective practice by considering their own similar experiences. Key features include: Engaging activities and case studies that bring theory to life; Cutting-edge research; Practical tasks and advice with points for further reading; End of chapter summaries; Reflective Tasks.

and Study Skills boxes in each chapter Full colour illustrations throughout This core introductory textbook is an indispensable resource for Early Years students and professionals whatever their level of expertise or experience

Effective Practice in the Early Years Pansy McFarlane-Edmond, Christine Withers, 2023-04-28 Effective Practice in the Early Years supports students of degrees and foundation degrees in Early years Early Childhood and related disciplines studying professional practice in the early years Focused on the knowledge and learning students need for all practice focused professional practice and placements modules Supports students with their written assignments and assessments linking theory and practice Includes case studies reflective tools template examples and explores good practice Offers practical support and guidance for students working and learning in early years settings

Effective Leadership and Management in the Early Years Janet Moyles, 2006-11-16 Effective Leadership and Management in the Early Years is the best analysis of leadership and management that I have come across It is a highly practical tool and a resource that will enable early years practitioners at different stages of professional development to explore understand rate and develop their leadership and management expertise Jillian Rodd Educational and Developmental Psychologist There has recently been an unprecedented focus on early years care and education particularly on the impact of the various adults who work and play with children in the birth to five six years age range Staff in early years settings have had to adapt to many changes and demands locally and nationally from local authorities and national government and none more so than those who suddenly find themselves in a leadership and management role in increasingly complex small early years businesses and settings often without formal training or qualifications The book is unique in providing not only a thorough analysis of the leader and manager's role and presenting it as a typology but also in offering a clear and in depth view of that role It also presents ways in which the leader and manager can undertake self evaluation or work alongside a peer to understand their own strengths and challenges more readily The book conceptualises effective leadership and management as a tree with the four key branches of effective leadership and management defined as Leadership's Qualities Management Skills Professional Attributes Personal Characteristics and Attitudes Effective Leadership and Management in the Early Years is an essential tool for all those who lead and manage within early years settings which they can use for evaluating their effectiveness

Playful Teaching and Learning Glenda Walsh, Dorothy McMillan, Carol McGuinness, 2017-03-13 Every early years practitioner should be able to captivate and maintain the interest of young children in their setting through the provision of a playful learning experience Covering age ranges 3-8 years this textbook explores the importance of infusing playfulness throughout the entire early years day and includes chapters that establish the core principles underpinning playful teaching and learning help students and practitioners understand how playfulness can be applied to all aspects of the early years curriculum including mathematics literacy outdoor environments science technology and ICT explore core issues in early years provision including observing planning assessment and how they relate to playful learning emphasise the role and

qualities of the playful professional This is a fantastic resource for any student or practitioner looking to enrich the lives of young children through meaningful playful learning experiences

Professional Studies in Primary Education Hilary Cooper, Sally Elton-Chalcraft, 2022-01-12 This textbook gives you a broad overview of everything you will need to know to prepare for your initial teacher training and future career in the classroom Covering practical issues including planning and assessment and thought provoking topics such as reflecting on your practice and developing critical thinking skills this textbook provides you with an insightful exploration of the realities of teaching in primary schools This fourth edition has been comprehensively revised and includes five new chapters on Teacher wellbeing The Early Career Framework ECF Digital literacy and primary schools after the pandemic Growth mindset dialogue and P4C Learning outside the classroom This is essential reading for all students on primary initial teacher education courses including university based PGCE BEd BA with QTS and schools based School Direct SCITT Teach First routes into teaching Hilary Cooper is Professor Emeritus of History and Pedagogy at the University of Cumbria Sally Elton Chalcraft is Professor of Social Justice in Education and also the Director of the Learning Education and Development Research centre in the Institute of Education at the University of Cumbria

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Table of Contents Role Of Subject Knowledge In The Early Years

1. Understanding the eBook Role Of Subject Knowledge In The Early Years
 - The Rise of Digital Reading Role Of Subject Knowledge In The Early Years
 - Advantages of eBooks Over Traditional Books
2. Identifying Role Of Subject Knowledge In The Early Years
 - 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 Role Of Subject Knowledge In The Early Years
 - User-Friendly Interface
4. Exploring eBook Recommendations from Role Of Subject Knowledge In The Early Years
 - Personalized Recommendations
 - Role Of Subject Knowledge In The Early Years User Reviews and Ratings
 - Role Of Subject Knowledge In The Early Years and Bestseller Lists
5. Accessing Role Of Subject Knowledge In The Early Years Free and Paid eBooks
 - Role Of Subject Knowledge In The Early Years Public Domain eBooks
 - Role Of Subject Knowledge In The Early Years eBook Subscription Services
 - Role Of Subject Knowledge In The Early Years Budget-Friendly Options
6. Navigating Role Of Subject Knowledge In The Early Years eBook Formats

- ePub, PDF, MOBI, and More
- Role Of Subject Knowledge In The Early Years Compatibility with Devices
- Role Of Subject Knowledge In The Early Years Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Role Of Subject Knowledge In The Early Years
 - Highlighting and Note-Taking Role Of Subject Knowledge In The Early Years
 - Interactive Elements Role Of Subject Knowledge In The Early Years
- 8. Staying Engaged with Role Of Subject Knowledge In The Early Years
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Role Of Subject Knowledge In The Early Years
- 9. Balancing eBooks and Physical Books Role Of Subject Knowledge In The Early Years
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Role Of Subject Knowledge In The Early Years
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Role Of Subject Knowledge In The Early Years
 - Setting Reading Goals Role Of Subject Knowledge In The Early Years
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Role Of Subject Knowledge In The Early Years
 - Fact-Checking eBook Content of Role Of Subject Knowledge In The Early Years
 - 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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