



**REFRAMING THE EARLY  
CHILDHOOD CURRICULUM**

**Educational Imperatives  
for the Future**

**JANE M. PAGE**

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# Reframing The Early Childhood Curriculum Educational Imperatives For The Future

**Anna Craft**



## **Reframing The Early Childhood Curriculum Educational Imperatives For The Future:**

*Reframing the Early Childhood Curriculum* Jane Page, 2002-01-04 Pre school children have fundamentally different attitudes towards the future and attendant notions of time and space For this reason early childhood professionals are optimally placed to lay important foundations for young children s long term development Children s flexibility of thought their positive and constructive outlook on life their sense of the continuity of time their creativity and imagination and their sense of personal connection with time and the future are all qualities that should be recognized and addressed in early childhood educational programmes as a means of counteracting the difficulty youths experience in knowing what to expect in their future lives and coming to understand their roles in shaping them Reframing the Early Childhood Curriculum offers fresh insight into examining futurists and early childhood theorists thinking of the relevance of planning for children s long term needs in early childhood identifying the skills attitudes and outlooks required to assist young children attending early childhood programmes in their long term growth and development exploring the means through which these skills attitudes and outlooks can be achieved in curriculum frameworks through specific goals and learning experiences against the background of youth and young children s views of the future

*Reframing the Early Childhood Curriculum* Jane M. Page, 2000 Argues that pre school children have a less apprehensive view of the future than adolescents and that an effective programme in the early years can counteract the difficulties youths experience

**Global Pedagogies** Joseph Zajda, 2010-06-14 Global Pedagogies Schooling for the Future which is the twelfth volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses in comparative education research with reference to globalisation educational policy and classroom pedagogy It is a sourcebook of ideas for researchers practitioners and policy makers in education globalisation global pedagogies and schooling for the future around the world The aim of the book is to provide an easily accessible practical yet scholarly source of information about the international concern in the field of globalisation global pedagogies and educational transformation Readers will find here the very latest thinking on globalisation global pedagogies and educational transformation in the context of global culture It offers a timely overview of current issues affecting discourses pertaining to global pedagogies and policy research in the global culture It provides directions in education and policy research relevant to transformational educational reforms in the 21st century The book critically examines the overall interplay between comparative education discourses globalisation and education It draws upon recent studies in the areas of globalisation equity social justice and the role of the State It explores conceptual frameworks and methodological approaches applicable in the research covering the State globalisation equity and education It demonstrates the neo liberal ideological imperatives of education and policy reforms and illustrates the way the relationship between the State and education policy affects current models and trends in education reforms and schooling globally Various book chapters critique the dominant discourses and debates pertaining to comparative education discourses

and the newly constructed and re invented models of neo liberal ideology in education Using a number of diverse paradigms in comparative education research ranging from critical theory to globalisation the authors by focusing on globalisation ideology and democracy attempt to examine critically both the reasons and outcomes of education reforms policy change and transformation and provide a more informed critique on the Western driven models of accountability quality and school effectiveness The book draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education

**Creativity and Early Years Education** Anna Craft,2002-12-31 Creativity is firmly embedded in curricular exam and inspection schemes Focusing on children aged three to eight this book discusses the teaching of creativity explaining the implications for practice theory and policy through a consideration of pedagogy curriculum learning and assessment

*Teaching Geography Creatively* Stephen Scoffham,2013-01-17 Teaching Geography Creatively offers an innovative approach to geography education in the primary classroom and is crammed full of practical approaches for bringing the teaching of geography to life With ideas for exploring physical geography human geography and environmental issues it is a stimulating and enjoyable source of inspiration for all training and experienced teachers Underpinned by the latest research and theory and with contemporary cutting edge practice at the forefront expert authors from schools and universities explore the inter relationship between creativity and learning and how creativity can enhance pupils motivation self image and well being The importance of equipping children for a rapidly changing environment and the need to place learning in a values context are also stressed With an emphasis on promoting creativity as a key element to developing young children s knowledge understanding and enjoyment Teaching Geography Creatively offers a range of practical strategies to enable teachers to take a fresh approach to geography teaching 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

### **Leading and Managing Early Childhood**

**Settings** Nadine Louise McCrea,2015-05-26 *Leading and Managing Early Childhood Settings* Inspiring People Places and Practices examines what it means to be a leader manager and administrator across the early childhood education field The first section of the book introduces readers to core concepts including self understanding through professional reflection and consideration of people s beliefs and values These chapters explore the challenges of working within various early childhood settings and the importance of connecting and communicating with families and the broader community The second section considers four key roles that early childhood professionals undertake team stakeholder policy designer pedagogy creator and rights advocate This book challenges readers to make links across research theories and everyday practices by thinking reflecting sharing with others and writing stories The storytelling approach guides readers through the chapters and explores the themes of embodiment and sustainability *Leading and Managing Early Childhood Settings* is an invaluable resource for pre and in service educators alike

*Education Studies* Stephen Ward,2004-02-26 Written specifically for students on Education Studies degree courses yet also relevant for students on teacher training courses *Education Studies A Student s Guide* introduces a wide range of topics and issues from knowledge and learning and policy and schooling to the ways in which education is a force for change across the globe The book is split into three comprehensive sections which challenge our assumptions about education It explores a wide range of perspectives on education in different countries and cultures provides critiques of current policies and practice and analyzes learning and the nature of knowledge itself Specific topics covered include the global dimension in the curriculum cultural and religious plurality in education the effective teacher gender and educational achievement special educational needs and inclusion in mainstream schools ICT and learning for the future language power and education With chapter summaries questions for discussion and reflection and suggestions for further reading *Education Studies A Student s Guide* will be a valuable resource for all students of Education Studies as well as BEd and PGCE students

### **Lessons for the Future**

Dr David Hicks,David Hicks,2003-08-27 Drawing on the latest research in futures studies this book provides new insights into ways of helping both students and teachers think more critically and creatively about their own future and that of wider society It acknowledges the crucial role of education in

helping young people understand the nature of local and global change and the social and environmental impacts such change will have on their future Setting out a clear educational rationale for promoting global and futures perspective in education it provides helpful and stimulating examples of futures orientated classroom activities It also includes fascinating research into children s views of the future

**QUALITY OF HUMAN RESOURCES: GENDER AND INDIGENOUS PEOPLES** Eleonora Barbieri-Mas,2009-10-23 Quality of Human Resources Gender and Indigenous Peoples theme is a component of Encyclopedia of Human Resources Policy Development and Management in the global Encyclopedia of Life Support Systems EOLSS which is an integrated compendium of twenty one Encyclopedias The Theme appears extremely important in a world which more than ever is in need of all its human resources for life support systems Many of such resources have yet not been adequately tapped and are either not visible or unrecognized The contributions to this volume range from the indigenous populations in different parts of the world to women youth and children This volume provides some of the essential aspects and a myriad of issues of great relevance to our world such as Human Resources Challenge Major Potentially Disadvantaged People The Forest in Indigenous Culture Tribal Autonomy and Life Support Systems Emerging Environmental Issues for Indigenous Peoples Cultivation and Households The Basics for Nurturing Human Life Gender Men and Masculinities Gender Dimensions to Life Sustainable Systems Women and Family and Sustainable Development Gender and Environment Lessons to Learn Environment and New Generations Environmental Education Youth Towards the Third Millennium The Convention on the Rights of the Child Education and Children s Rights Immunization and Children s Health International Regulation of Children s Rights which are then expanded into multiple subtopics each as a chapter This volume is aimed at the following five major target audiences University and College Students Educators Professional Practitioners Research Personnel and Policy Analysts Managers and Decision Makers NGOs and GOs

**Alternative Educational Futures** ,2008-01-01 We desperately need the dynamic revolution in education that this book offers us reflecting the new ways of thinking and being on this planet that will permit us to live in peace as a global family even through massive climate changes Read it and put these ideas into practice as quickly as possible in any ways you can Elisabet Sahtouris Evolutionary biologist and futurist author of EarthDance Living Systems in Evolution *Young Children as Active Citizens* Patrick Hughes,Glenda Mac Naughton,Kylie Smith,2009-10-02 Young Children as Citizens explores how young children birth to 12 years of age can and should participate in civic life It reflects new images of young children as social actors together with the increased interest in children s rights in the public sphere The contributors are early childhood researchers pedagogues children and policy makers from Australia and Europe They present a rich diversity of research based case studies in which policy makers and educators have listened to young children s views on public issues and responded in respectful and ethical ways Young Children as Citizens is a unique resource for policy makers those working in children s services and child advocates It shows how best to consult young children and it presents a range of

arguments that consulting young children about policies and decisions that affect them supports and enhances a vigorous democratic society Students undergraduate and postgraduate teachers and researchers in early childhood studies can use individual chapters of *Young Children as Citizens* selectively to explore issues of increasing complexity in different courses The book would be a good set text for Honours and Master s programs that address issues of children s rights

*Encyclopedia of Peace Education* Monisha Bajaj,2008-05-01 The rise of peace education both in scholarship and in practice has yielded numerous documents websites and publications with often divergent perspectives on what the field is does and means The Encyclopedia of Peace Education provides a comprehensive overview of the scholarly developments in the field to date so as to provide a common denominator for the various actors involved in advancing peace education internationally Thus this edited volume serves as an essential reference guide that traces the history and emergence of the field highlights foundational concepts contextualizes peace education practice across international and disciplinary borders and suggests new directions for peace educators From core conceptual perspectives to the moral and spiritual foundations of the field to the role of the United Nations the Encyclopedia grounds peace education in a solid theoretical and practical framework through the writings of the field s most renowned scholars This volume will target undergraduate and graduate students as well as scholars and practitioners working in international and non governmental organizations in the field of peace education

*Futures Beyond Dystopia* Richard Slaughter,2004 How can dystopian futures help provide the motivation to change the ways we operate day to day This book raises and tackles a number of important questions about the future and the lessons we can learn for the present

*Transitions to School - International Research, Policy and Practice* Bob Perry,Sue Dockett,Anne Petriwskyj,2013-11-04 This book provides an important compilation and synthesis of current work in transition to school research The book focuses strongly on the theoretical underpinnings of research in transition to school It outlines key theoretical positions and connects those to the implications for policy and practice thereby challenging readers to re conceptualize their understandings expectations and perceptions of transition to school The exploration of this range of theoretical perspectives and the application of these to a wide range of research and research contexts makes this book an important and innovative contribution to the scholarship of transition to school research A substantial part of the book is devoted to detailed examples of transition to school practice These chapters provide innovative examples of evidence based practice and contribute in turn to practice based evidence The book is also devoted to considering policy issues and implications related to the transition to school It records a genuine collaborative effort to bring together a range of perspectives into a Transition to School Position Statement that will inform ongoing research practice and policy The collaborative research policy and practice based development of this position statement represents a world first

*Transitions in the Early Years* Lyn Trodd,2012-12-14 Designed to facilitate professional development and critical reflection in the leadership of services for children and families this book will enhance the understanding of readers from a

range of disciplines and at varying levels of study Packed with case studies depicting the experiences of children and their families in transition and exploring a wide range of scenarios the chapters explore transitions from a range of perspectives discuss the value of developing collaborative practice in deepening awareness of children s views and experiences look at examples of contemporary practice consider the ethics policies and law relating to current issues enrich the reader s understanding of professional responsibility Each chapter contains a chapter overview a case study and suggestions for further reading This book is relevant to all practitioners working with young children and their families and to all those studying early childhood Lyn Trodd is the Head of Multi Professional Education at the University of Hertfordshire

**Building Empathy in Children through Community Connections** Erica Frydenberg,Janice Deans,Rachel Liang,2022-09-06 Taking a unique approach which highlights lived experience and engagement with community this book guides the reader on how to create learning environments in which children are encouraged to develop relationships build meaningful connections and take action which contributes to the wellbeing of their own communities Through evaluations and feedback from participating professionals as well as children s learning in the form of artworks and photos Building Empathy in Children through Community Connections A Guide for Early Years Educators highlights how community partnership programs between children and community groups builds empathy and wellbeing in early childhood Drawing on extensive research and professional experience in psychology and early childhood it provides details of various community connections programs and considers the ways in which early learning settings can engage with their communities as they meet the requirements and objectives of the curriculum Each chapter provides practical advice on implementation as well as take home messages intended to encourage and enable community engagement Demonstrating how young children can develop empathy through building community connections this book is a vital resource for early childhood educators as well as parents and those working in community programs and early childhood settings

**Youth Futures** Jennifer Gidley,Sohail Inayatullah,2002-08-30 How do young people see the future Are they optimistic or pessimistic Do their views vary from culture to culture Are young people actively engaged in creating their desired futures or are they passively receiving the future What effect has globalization on youth culture How is the future taught in schools These and many other questions are dealt with in this volume of comparative empirical research from around the world on how youth see the future Generally youth are considered immature irresponsible toward the future cliquish impressionistic and dangerous toward self and others They are considered as a mass market two billion strong the passive recipients of globalization Most recently in OECD nations youth have become fodder for political speeches they are the problem that reflects both the failure of the welfare state dependence on the state the failure of globalization unemployment and postmodernism loss of meaning and the crisis of the spirit In the Third World youth are seen not only as the problem but equally as the force that can topple a regime as in Yugoslavia However youth can also be seen as carriers of a new worldview a new ideology These and other views concerning

youth are examined in this volume of comparative empirical research Studies from around the world provide intriguing answers to questions about how youth see the future and their future roles This book will be of particular interest to scholars students researchers and policymakers involved with youth issues and future studies     *Educational Futures* Ivana Milojevic, 2005-05-19 This book provides an overview and analysis of current tensions debates and key issues within OECD nations particularly Australia the USA Canada and the UK with regard to where education is and should be going Using a broad historical analysis it investigates ideas and visions about the future that are increasingly evoked to support arguments about the imminent demise of the dominant modern educational model Focusing neither on prediction nor prescription this text suggests the goal is an analysis of the ways in which the notion of the future circulates in contemporary discourse Five specific discourses are explored globalisation new information and communications technologies feminist indigenous and spiritual The book demonstrates the connections between particular approaches to time visions of the future and educational visions and practices The author asserts that every approach to educational change is inherently based on an underlying image of the future

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