

EFFECTIVE EARLY YEARS EDUCATION

Teaching Young Children



Anne Edwards
Peter Knight

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Effective Early Years Education Teaching Young Children

**Mac Naughton, Glenda, Williams,
Gillian**



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Characteristics Of Effective Early Learning: Helping Young Children Become Learners For Life Moylett,

Helen, 2013-09-01 This book aims to help practitioners understand more about how children learn and to reflect on the implications of that understanding for supporting learning in the early years

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Effective and Caring Leadership in the Early Years Iram Siraj, Elaine Hallet, 2013-10-24 This book introduces an intriguing juxtaposition of caring alongside effective and it is a thought provoking book Including examples of early years leaders on their own reflective learning journeys it provides a rich source of ideas for relational leadership that are firmly based in research and professional experience Professor Margaret Carr University of Waikato New Zealand Effective and caring leadership is an essential part of raising standards and increasing the quality of learning in early childhood settings This book explains leadership practices that can make a positive difference to the provision offered and improve outcomes for both children and families With theoretical practical and research informed perspectives this book Uses case studies to provide examples of effective leadership Integrates education and care with key practices in effective leadership Explores directional collaborative empowering and pedagogical leadership Offers readers opportunity to reflect upon their own leadership practices This is a

key text for anyone studying Early Childhood existing and aspiring leaders graduate Early Years Leaders and those training to work in settings schools and children s services Professor Iram Siraj is Professor of Early Childhood Education at the Institute of Education University of London Dr Elaine Hallet is a Lecturer in Early Childhood Education at the Institute of Education University of London

EBOOK: EFFECTIVE EARLY YEARS EDUCATION Anne Edwards, Peter Knight, 1994-12-16 In this concise and accessible guide the authors are sympathetic to the particular demands of teaching three to eight year olds and offer practical solutions to the complex issues that are currently faced by early years educators In recognizing the demands on practitioners they provide new and challenging frameworks for an understanding of the practice of teaching young children and draw upon international research to offer a sound model of early years subject structured teaching which has the quality of children s learning at its centre Their aim is to support teacher expertise through stimulating teachers thinking about children s development motivation ways of learning and the subjects they teach These topics are clearly set in the complex institutional settings in which practitioners work and ways of taking and evaluating action are offered

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Teaching Practice for Early Childhood Rosemary Perry, 2013-03 This fully updated new edition will help you prepare for and make the most of your teaching practice in a variety of early childhood settings which cater for children from birth to eight years

Teaching Young Children: Choices In Theory And Practice Mac Naughton, Glenda, Williams, Gillian, 2008-11-01 This book presents early childhood students and staff with a broad and diverse range of teaching techniques to support children s learning It examines 26 techniques ranging from simple ones such as describing and listening to more complex methods such as deconstruction and scaffolding The strategies selected are derived from the best current research knowledge about how young children learn A detailed evaluation of each strategy enables childcare staff early childhood teachers and students to expand their repertoire of teaching strategies and to critically evaluate their own teaching in early childhood settings Vignettes and examples show how early childhood staff use the techniques to support children s learning and help to bring the discussion of each technique to life Revised and updated in light of the latest research new features include Coverage of the phonics debate Addition of ICT content Questions for further discussion Revision to the chapter on problem solving

Updated referencing throughout Teaching Young Children is key reading for students and experienced early childhood staff working in diverse settings with young children

Teaching Practice Rosemary Perry, 2002-11 This book will help you to prepare for and make the most of your teaching practice in a variety of early childhood settings which cater for children from birth to eight years The book offers practical guidelines and suggestions

Developing Pedagogy Janet Collins, Kim Insley, Janet Soler, 2000-11-30 This book encourages readers to explore significant aspects of current thinking in primary education for ages three to 13 years focusing on pedagogy the study of processes of teaching The authors consider contexts knowledge skills and curriculum within a framework of practice A distinctive feature is the voices of teachers children parents advisors and inspectors The book covers learning knowledge and pedagogy pedagogic issues application of practice The authors also present a discussion of national strategies and The National Curriculum update for 2000 discussions of a world wide curriculum and ICT and citizenship viewed as tools for developing aspects of pedagogy

Effective Practices in Early Childhood Education Sue Bredekamp, 2013-01-14 Note This is the loose leaf version of Effective Practices in Early Childhood Education and does not include access to the Enhanced Pearson eText To order the Enhanced Pearson eText packaged with the loose leaf version use ISBN 013341258X Sue Bredekamp one of the foremost authorities in the field of early childhood education is author of Effective Practices in Early Childhood Education Building a Foundation now in its Second Edition At its core this intriguing text provides the building blocks for understanding effective practices in early childhood education Building upon the Developmentally Appropriate Practice framework that she conceptualized Sue Bredekamp shows how effective teaching practices can make a difference in the lives of young children Written with a clear and engaging presentation the author designed the book to prepare a new generation of early childhood professionals by remaining keenly focused on the three core themes threaded throughout intentional teaching challenging and interesting curriculum and evidence based effective practices for a new generation of early childhood educators The Enhanced Pearson eText features embedded video Improve mastery and retention with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich interactive learning environment designed to improve student mastery of content The Enhanced Pearson eText is Engaging The new interactive multimedia learning features were developed by the authors and other subject matter experts to deepen and enrich the learning experience Convenient Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablet Affordable Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book The Enhanced eText features are only available in the Pearson eText format They are not available in third party eTexts or downloads The Pearson eText App is available on Google Play and in the App Store It requires Android OS 3.1.4 or 7.0 or 10 tablet or iPad iOS 5.0 or later

How to Recognise and Support Mathematical Mastery in Young Children's Play Di Chilvers, 2021-07-12 This book explains how young children develop mathematically in their earliest years and shows the

support and teaching needed by adults to accelerate their progress and attainment helping them master mathematical concepts and skills The practical guidance has been carefully developed over a number of years and is based on research undertaken with primary schools in Sheffield as part of the Talk for Maths Mastery initiative It recognises that children s mathematical development is embedded within child led play and connected to deeper levels of thinking and wider dispositions for learning Maths is happening everywhere at any moment we just need to keep an open mind open eyes and listen Including case studies links to practice and reflective questions the chapters reveal what mastery orientation looks like from the children s perspective in their learning and covers children s serve and return conversational talk mathematical babies and their developmental momentum schematic patterns of thinking mathematical mark making child led play problem solving creative and critical thinking how adults can support children s mathematical talk thinking and mastery This book will help all early years practitioners and teachers working with children throughout the EYFS and KS1 build their understanding knowledge experience and confidence of engaging in early mathematics

Effective Teaching in the Early Years Tricia David,Audrey Curtis,Iram Siraj-Blatchford,1993-11-01 In the wake of the invitation by the former Secretary of State for Education to Alexander Rose and Woodhead to put together their Three Wise Men discussion document three early years teacher educators all of whom have substantial experience in schools felt it was necessary to provide information towards that debate focusing particularly on the youngest children in our schools This publication is the outcome of teachers collaboration through membership of the World Organization for Early Childhood Education OMEP In it they discuss what is known about the manner in which young children learn and what is known about life in early years classroom and schools Do we have a vision for the future and how should early years teachers be educated and trained in order that they may provide excellent education for all

EBOOK: Rethinking Learning in Early Childhood Education Nicola Yelland,Libby Lee,Maureen O'Rourke,Cathie Harrison,2008-08-16 I think a real strength of the book is the use of the case studies to ground the points made and to offer in depth insights into practice Jackie Marsh University of Sheffield UK This exciting book considers the nature of young children s lives and how this can and should inform early childhood education in practical ways It examines What is it like for young children to learn in the 21st century How can we link this to new and innovative ways of providing relevant and engaging learning contexts for young children What it means to be multiliterate in the 21st century The book explores how learning and engagement with ideas can be extended through the use of new technologies describing how information and communications technologies enable young people to extend the boundaries of their learning and social interactions These experiences have important implications for formal learning environments and the nature of the curriculum including bold new approaches to teaching and learning which offer opportunities for children to investigate in new ways This book provides examples of the ways in which early childhood teachers have extended opportunities for new types of learning for children by creating contexts in which they are able to explore and represent their ideas and thinking in

multimodal formats using new technologies This book represents a research based discussion for rethinking learning in the 21st century and includes various case studies and scenarios to enable students and practising teachers to try out new ideas Finally it considers new ways of thinking about children s learning by creating a multiliteracies portrait pedagogies and pathways profile that enables teachers to build on their strengths to plan for effective learning outcomes Rethinking Learning in Early Childhood Education is key reading for students on Early Years courses or Primary Education pre service teacher education programmes

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"Code of Massachusetts regulations, 1998" ,1998 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

Journal of Nursery Education ,1995

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 Sue Bredekamp,1987 This book represents the early childhood profession s consensus definition of developmentally appropriate practice in early childhood programs It is intended for use by teachers administrators parents and policy makers

Education and the Good Life Bertrand Russell,1926

Journal of Health, Physical Education, Recreation ,1957

Collins Introducing English to Young Children: Spoken Language Opal Dunn,2014-01-02 A practical teacher guide book for teaching spoken English to young children

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