

EARLY YEARS TEACHING & LEARNING

3RD EDITION



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Teaching And Learning In The Early Years

G Thomas



Teaching And Learning In The Early Years:

Learning Together in the Early Years Theodora Papatheodorou, JANET R Moyles, 2008-07-09 Relational pedagogy underpins the core principles of both the cognitive and social emotional development of young children as evidenced in the Reggio Emilia preschools and the Te Whariki curriculum in New Zealand Emphasising the links between people places and ideas and the effects of these on education educators and learners it is integral to the English Early Years Foundation Stage and forms the basis for early years provision around the world This book brings together contributions from international experts on early years education to explore and debate relational pedagogy across different countries and in the context of a broad international field The three sections of the book cover the following areas culture environment and adult child relationships how children and adults relate to the culture ethos and environment in which they function adult child relationships how education and care environments directly relate to learning and teaching adult adult relationships for professional development in training situations and parental partnerships The book will be of interest to all those who want to delve deeper into how these interactions affect teaching and learning and to understand how the context can have its own impact on pedagogical outcomes Researchers in early years education and students on early childhood education courses will find much here to inspire and challenge their thinking 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 *Play, Learning and the Early Childhood Curriculum* Elizabeth Wood, Jane Attfield, 2005-05-17 An excellent overview of the development in thinking about play based on research into different aspects of play This book enables the reader to not only access and engage with developing theories and ideas but also provides practical ideas and examples that have been tried and tested in the classroom This book should be compulsory reading for every teacher of young children who are interested in developing their practice to provide a stimulating active and playful environment with their children in which effective learning and positive attitudes are developed Bernadette Hancock Headteacher of Christ the King Primary School Cardiff One of the major strengths of the book is that it makes some complex theory highly accessible to its audience This makes it an excellent introductory book for use on inservice and undergraduate programs Sue Rogers Institute of Education This book aims to improve the quality of play in educational settings It will be valuable for a wide range of practitioners Nursery World In this new and updated edition of an outstanding book Wood and Attfield once again demonstrate how young children make meaning and construct knowledge through play They combine an informed discussion of the ideological tradition of the early childhood pioneers which continues to underpin most contemporary provision with a refreshing openness to the new insights provided by recent research and the new opportunities offered by the Foundation Stage era Their unrivalled explanation of the links between theorists such as Vygotsky and classroom provision for play is now expanded through considerations of recent findings in neuroscience and a renewed awareness of the sociocultural contexts of childhood as well as by studies which acknowledge the importance of boisterous rough and tumble play activities for children's development And throughout they remind readers and practitioners of the important distinction between play as a spontaneous activity of children play as such and the play which educators offer as a medium for learning Elizabeth Brooker Course Leader MA in Childhood Studies Institute of Education This book provides a thorough and up to date overview of the topical issue of teaching and learning through play Chapters cover issues including assessment through play the role of adults in children's play the impact of play on social and emotional learning and how to develop a whole school approach to learning through play This book is theoretical and detailed but extremely interesting and there is certainly practical information to be found in it Early Talk This timely Second Edition explores recent developments which strongly endorse play as an integral part of the curriculum The content has been fully revised to reflect contemporary thinking about the role and value of play in early childhood and beyond A key focus is the provision of a secure theoretical and practical grounding for developing a pedagogy of play In the first section the authors provide an overview of recent developments in education policies and reviews of research into different aspects of play In the second section the emphasis is on classroom practice specifically organizing and developing play with particular reference to the Foundation Stage and Key Stage 1 establishing progression and continuity with Key Stage 1 assessing children's learning through play the role of adults in children's play using the plan do review approach to integrate child initiated and adult directed play the

importance of socio dramatic play for children s social and emotional learning and developing a whole school play ethos This book enables practitioners to create unity between play learning and teaching and to improve the quality of children s learning New material provided by practitioners has been added to show how this unity can be successfully achieved This is an essential text for students of education It is highly recommended to those undertaking degrees in Childhood Studies and those on Initial Teacher Training programmes in early years and primary education Teaching and Learning in the Early Years David Whitebread,1996 Young children do have specific needs and the education we offer them should reflect these needs It must take into account the ways children learn and develop crucial factors which are often overlooked **Teaching and Learning in the Early Years** David Whitebread,Penny Coltman,2015-02-20 This best selling text book provides a broad ranging and up to date review of thinking and best practice within nursery and infant education Written around the basic truth that an effective early years curriculum must start with the children their needs and their potential the contributors to this classic text acknowledge that learning must have a strong element of fun wonder and excitement Fully revised and updated in light of recent changes to the Early Years curriculum with brand new chapters on assessment communication writing creativity and diversity the contributors address a range of fundamental issues and principles including an analysis of research into how children learn discussions of issues such as classroom organisation curriculum management and assessment a detailed section on play and language chapters covering individual curriculum areas including new chapters on music and PSHE Each chapter combines a review of important principles with practical and inspiring classroom examples throughout It is essential reading for all Foundations Stage and KS1 trainee teachers their tutors and mentors and serving teachers working in the 3 7 age range who wish to reflect upon and develop their practice A Guide to Early Years and Primary Teaching Dominic Wyse,Sue Rogers,2016-04-20 How do people become effective teachers This is the textbook students need to support them on this journey no matter their training route or whether primary or early years in focus Through a unique pairing of academic research and teaching expertise each chapter is collaboratively authored by an academic specialist and an experienced practitioner to provide a realistic and practical view of teaching children from years 3 11 The book combines all the major topics theories and research students need to know along with up to date policy and legislation Inventive and practical learning aids and carefully crafted online resources will help readers to Understand helpful learning aims at the beginning and summaries at the end of every chapter guide students through each topic Apply Spotlight on Practice features highlight real teaching examples Putting it into Practice features provide advice on how key concepts can be employed in real life whilst classroom activities on the website provide further ideas for teaching Reflect on key concepts as well as your own practice and values through the reflection points and author podcasts on the website outlining key issues to stimulate critical thinking Go further with informative annotated further reading at the end of every chapter links to relevant websites integrated throughout and carefully selected SAGE journal articles freely available on the

website This is an essential textbook for use across all your primary and early years teaching courses whether students are training to be lower upper primary school teachers or early years practitioners including those on undergraduate or postgraduate teacher training courses and employment based routes 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 **Theories and Approaches to Learning in the Early Years** Linda Miller, Linda Pound, 2010-12-29 By focusing on key figures in early years education and care this book considers the influential thinkers and ground breaking approaches that have revolutionized practice With contributions from the leading authorities and researchers in the field chapters provide an explanation of the approach an analysis of the theoretical background case studies from practice and questions and discussion points to facilitate critical thinking Written in an accessible style and relevant to all levels of early years courses from undergraduate to graduate degrees the book asks the reader to engage with debates and to develop their own views and opinions Early Years Foundations: Critical Issues Moyles, Janet, Payler, Jane, Georgeson, Jan, 2014-01-01 The new edition of this book aims to critically examine the new EYFS and the key elements of the revised framework document *Early Childhood Education and Care* Sheila Nutkins, Catriona McDonald, Mary Stephen, 2013-03-19 The book gives excellent insight of current Early Years topics by covering international educational approaches and discussing the need to professionalise the sector It is suitable for students on Early Childhood Studies programme EYPS and Early Years Foundation Degrees Eva Mikuska Senior Lecturer at University of Chichester MA EYPS and Programme Leader for the Foundation Degree in Early Childhood By examining how young children develop and learn from conception through to the age of eight this book explores ways to enhance professional practice in the early years Sections cover Child development including recent research into cognitive development of babies The child in the socio cultural context International educational approaches The developing professional Learning Features Key learning points identify at a glance what each chapter will cover Case studies help you link theory to practice Reflective activities help you reflect on how to apply ideas to practice Further reading directs you to additional resources to deepen your understanding Illustrated with examples of practice from a range of settings this accessible text is essential reading for all those studying on Early Years Early Childhood Studies and Early Years Education and Care courses Additional online material support The

Early Years of School Freda Briggs, Gillian K. Potter, 1999 The Early Years of School has been revised and expanded from the earlier editions of Teaching Children in the First Three Years of School This book provides a practical and theoretical approach for students training to teach infant and junior primary classes *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 Beginning Teaching, Beginning Learning: In Early Years And Primary Education Moyles, Janet, Georgeson, Jan, Payler, Jane, 2011-08-01 This collection provides an introduction to the practical skills which all student teachers have to develop as well as celebrating the unpredictability and excitement of working with interested and inquisitive children **Teaching Early Years** Amanda Thomas, Karen McInnes, 2017-10-23 This textbook focuses on the main areas of teaching young children covering the 3 7 years age range that spans the early years and primary phases The majority of chapters are written by both an academic and practitioner reflecting a genuine theory and practice approach and this helps

the reader to set theoretical discussion in the context of real practice Key themes explored within the book include Play and playfulness in the curriculum Child development in practice Literacy development and subject pedagogy Creativity and outdoor learning Packed full of learning features such as case studies reflective questions and lesson plans Teaching Early Years is an essential resource for both students and practitioners and will enhance your knowledge of how young children think and learn

Beginning Teaching, Beginning Learning: In Early Years and Primary Education Janet Moyles, Jane Payler, Jan Georgeson, 2017-06-16 This bestselling textbook provides an introduction to the fundamentals of teaching and learning in early years and primary education If you are training to work in schools or other educational settings the book offers a wide range of practical and straightforward guidance covering essential topics such as safeguarding attachments and relationships assessment the indoor and outdoor environment new technologies behaviour management and well being Thoroughly updated throughout and retaining its lively and engaging style this new fifth edition extends your knowledge and understanding of working and playing effectively with young children Enlivened by thought provoking cameos and reflective questions the book gives you the confidence to reflect upon challenge and enhance your own pedagogies Key features include Real life cameos drawn from schools and settings Questions to promote thinking included in each chapter Suggested further reading including a range of annotated references Up to date research and issues that teachers may face Beginning Teaching Beginning Learning is essential reading for student and newly qualified early years and primary teachers and practitioners as well as those who educate and train them This outstanding book should a core text for beginning teachers working in the birth to 11 age range It places Early Years and Primary education in the historical context and encourages new teachers to become reflective practitioners by adopting a questioning approach based on thoughtful comparative experiences One aspect which makes this stand out from other similar texts is the focus it has on developing a deep understanding of the partnership between children s learning and the beginner teacher Contributors many of whom have been teachers themselves include experts not only in their specific fields of interest but also in teacher education more broadly so understand what is relevant for those on initial teacher education courses and those in the early stages of their teaching career Jane Warwick Primary PGCE Course Manager University of Cambridge UK Beginning Teaching Beginning Learning should be a core text on all birth to 11 years ITT courses The book neatly combines grounded cameos of actual teaching experience with real life questions and dovetails these with a thoroughly referenced scholarly critique Through its engaging style and approach the book speaks clearly and directly to the inquisitive curious and professional novice teacher who wishes to be both thoroughly reflective and knowledgeable of the latest research This book is hugely successful as it manages to be both very wide in its content whilst encouraging a questioning and in depth critical thinking throughout Guy Roberts Holmes MA Early Years Education Programme Director UCL Institute of Education UK

Playful Early Childhood Care and Education Lorayne Excell, Vivien Linington, 2020-03-13 A solid educational foundation in the early years of

schooling is essential in order to lay the foundations for future academic success In South Africa pre school education is provided through ECE early childhood education facilities and programmes that are mostly informal and unregulated however there has been much recent policy and curriculum activity in the ECE sphere The National Development Plan NDP released in 2012 recognises the key role played by ECE in cognitive social and physical development and the National Curriculum Framework For children birth to four years NCF is a response to challenges that the ECE sector is facing The NCF builds on the desired results for children in this age cohort and flows into the Curriculum and Assessment Policy Statement CAPS which is taught in schools from Grade R Playful early childhood care and education from birth to four years supports teachers and caregivers in providing playful teaching and learning guidelines for children from birth to four years of age It offers a creative and responsive curriculum for early childhood care and education based on a pedagogy of play and includes suggestions for involving parents grandparents care givers and the broader community

SUITABLE FOR ECE practitioners teachers parents caregivers of children from birth to four years

ABOUT THE AUTHORS EDITORS Lorayne Excell headed up the Foundation Division at the Wits School of Education Her specialisation and research interests are in early childhood education Lorayne has worked extensively with Vivien Linington over the last 15 years training Grade R practitioners researching the early childhood education field and actively promoting what is now termed the pedagogy of play Vivien Linington lectures at the Wits School of Education and Varsity College Her two fields of interest are early childhood education and educational theory Together with Lorayne Excell she has researched and published in areas such as social justice professional teacher development the importance of high quality early childhood education as well as the central role of play

CONTENTS Early Childhood Care and Education Who is the young child constructions of children and childhood A lens on development a pathway of change Professional spaces reimagining the role of the teacher I am because we are the role of community in the development and learning of the young child Playful pedagogies creating playful spaces and places A creative and responsive curriculum for early childhood care and education Supporting playful teaching and learning a pedagogy of possibilities Nurturing care a pathway to health Building social and emotional wellbeing Creativity in early childhood From babbles to books literacy and the young child Opening the doors of learning a playful approach to understanding the world and nurturing an inquisitive mind Responsive spaces observation and assessment in a democratic context ECD policy in practice

Play and STEM Education in the Early Years Sue Dale Tunnicliffe, Teresa J. Kennedy, 2022-06-16 This edited book provides an overview of unstructured and structured play scenarios crucial to developing young children s awareness interest and ability to learn Science Technology Engineering and Mathematics STEM in informal and formal education environments The key elements for developing future STEM capital enabling children to use their intuitive critical thinking and problem solving abilities and promoting active citizenship and a scientifically literate workforce begins in the early years as children learn through play employing trial and error and often investigating on their

own Forty seven STEM experts come together from 16 countries Argentina Australia Belgium Canada England Finland Germany Israel Jamaica Japan Malta Mauritius Mexico Russia Sweden and the USA and describe educational policies and experiences related to young learners 3 4 years of age as well as students attending formal nursery school early primary school and the early years classes post 5 years of age The book is intended for parents seeking to provide STEM activities for their children at home and in playgroups citizen scientists seeking guidance to provide children with quality educational activities daycare practitioners providing educational structures for young children from birth to formal education primary school teachers and preservice teachers seeking to teach preschool kindergarten or children typically aged 5 8 years old in grades 1 3 as well as researchers and policy makers working in science didactics with small children *Reflective Teaching in Early Education* Jennifer Colwell, Amanda Ince, Helen Bradford, Helen Edwards, Julian Grenier, Eleanor Kitto, Eunice Lumsden, Catriona McDonald, Juliet Mickelburgh, Mary Moloney, Sheila Nutkins, Ioanna Palaiologou, Deborah Price, Rebecca Swindells, 2021-01-14 The book you can trust to guide you through your career in the early years as the expert authors share tried and tested techniques in a range of early years settings For this new edition Jennifer Colwell and Amanda Ince have drawn together an expert author team to bring you guidance from top practitioners that is both cohesive and that continues to evolve to meet the needs of today's early years practitioners It is designed for trainees whether in universities or early years settings and looks across the full early years spectrum from birth to 8 years old *Reflective Teaching in Early Education* uniquely provides two levels of support Practical evidence based guidance on key early years issues including relationships behaviour inclusion curriculum planning and learning and teaching strategies Evidence informed principles and concepts to help you to understand the theories informing practice offering ways for you to continue to develop your skills and understanding of early years practice in early childhood education and care New to this edition Case Studies which illustrate the impact *Reflective Teaching* can have on your practice and your setting New *Reflective Activities* Updated references and guidance on Key Readings Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support Readings for *Reflective Teaching in Early Education* the supporting portable library volume is signposted throughout this book and provides convenient access to key texts **The Early Years Matter** Marilou Hyson, Heather Biggar Tomlinson, 2014-05-23 This accessible and engaging work introduces current and future teachers child care providers and others interested in early childhood education to the importance for the early years in children's well being and success It summarizes their research on the value of high quality services for young children families and society showing why early education matters both today and into the future Emphasizing the need to understand and respect young children's strengths and unique characteristics the authors offer inspiration for working in the field as well as addressing the realistic challenges of implementing developmentally appropriate care and education Special Educational Needs in the Early Years Ruth A. Wilson, 2003 This fully revised and updated edition takes into account current

changes in educational policy to provide the reader with comprehensive information about understanding and working with young children with special needs

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Table of Contents Teaching And Learning In The Early Years

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

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