

Early Childhood Essentials Framework

Essential Educator Competencies

Within the Learning Setting

- Developmentally appropriate practice and environments
- Observation and assessment of development and learning
- Individualized supports and inclusion-based practices



Supporting the Learning Setting

- Family support and partnership
- Continuous improvement and professionalism



Essential Child Skills

- Social-emotional development
- Cognitive development
- Language and literacy development
- Mathematical and scientific reasoning
- Physical development



Foundational Conditions

For Educators to Succeed

- Facilitative leadership
- Competitive compensation and benefits
- Job-embedded professional development
- Paid planning and collaboration time
- Emotionally supportive environment



For Children to Learn

- Adequate nutrition
- Continuity of care
- Access to physical, dental, and mental health services
- Stable and safe housing
- Access to specialized educational supports

Teachers And Students Cognitive Styles In Early Childhood Education

Seymour Wapner, Jack Demick



Teachers And Students Cognitive Styles In Early Childhood Education:

Teachers' and Students' Cognitive Styles in Early Childhood Education Olivia N. Saracho, 1997-08-26 Some educators feel that children's cognitive styles should be taken into account when learning activities are planned for them. The term cognitive styles refers to one's personal style and describes an individual's mode of understanding, thinking, remembering, judging, and solving problems in short, how he or she responds to and makes sense of the world. Assessing this functioning makes more sense than relying on a simple score on a standardized intelligence test. Teachers need to be aware of recent cognitive style research and learn to use the results of this research to plan effective educational programs. This book presents historical perspectives, suggests practical classroom applications, and provides implications for future research.

Cognitive Style in Early Education Olivia N. Saracho, 2017-09-13 Cognitive style, a psychological construct, characterizes individual differences in styles of perceiving, remembering, thinking, and judging. Originally published in 1990, this volume explores important findings emerging from contemporary research on cognitive style in young children and the implications for classroom practice at the time. Suggestions are provided for using knowledge of cognitive style in classroom settings to match learning tasks to cognitive style and to develop cognitive flexibility. Educators can use knowledge of young children's and teachers' cognitive styles to improve the quality of education and educational opportunities for all children.

Contemporary Perspectives on Early Childhood Curriculum Olivia Saracho, Bernard Spodek, 2002-06-01 Over the years, educational scholars have proposed different conceptions of the curriculum. It is as if each scholar, researcher, university educator, and practitioner has developed her or his own personal definition. Unfortunately, there is no one single definition that everybody has agreed upon. Table 1 presents a sample of these definitions. A universal definition for curriculum may continue to be elusive and may even change through the years to address changes in the social forces and changes in related school goals. Nonetheless, the approach in curriculum development is consistent. Curriculum developers establish goals, develop experiences, designate content, and evaluate experiences and outcomes. Most curriculum developers consistently use such terms as curriculum planning, curriculum development, curriculum implementation, and curriculum evaluation, and many others, to describe curriculum-related activities. Unfortunately, without a consistent definition of curriculum, it is difficult for the curriculum developers to identify what it is that needs to be planned, developed, implemented, or evaluated. If curriculum developers rely on the curriculum experts' definitions, they will find that their definitions identify a product, a program, determine goals and objectives, and learner experiences. However, its heterogeneity may be inspiring if curriculum developers rely on the components of each definition that depict the richness of the field, which in turn can provide a foundation for contemporary content, concepts, and creativity. A curriculum is an anthology of learning experiences conceived and arranged based on a program's educational goals and the community's social forces. Each curriculum manifests an image of what children ought to be and become. Biber, 1984, p. 303, grounded on the awareness of social values.

and a system that interprets those values into experiences for learners The concept of curriculum as a distinctive domain of study within education arose from the demand to arrange organize and translate such awareness into educational programs of study It integrates the historical study of the goals and content of schooling analyses of curriculum documents and analyses of the children s experiences in school The first formal curriculum text was published in 1918 Bobbit 1918 although in the United States contemporary curriculum study goes back to the early 1890 s when lead committees challenged the form and structure of public schooling Presently curriculum development is fundamental at all educational levels An

Integrated Play-based Curriculum for Young Children Olivia N. Saracho, 2013-03-01 Play provides young children with the opportunity to express their ideas symbolize and test their knowledge of the world It provides the basis for inquiry in literacy science social studies mathematics art music and movement Through play young children become active learners engaged in explorations about themselves their community and their personal social world An Integrated Play Based Curriculum for Young Children offers the theoretical framework for understanding the origins of an early childhood play based curriculum and how young children learn and understand concepts in a social and physical environment Distinguished author Olivia N Saracho then explores how play fits into various curriculum areas in order to help teachers develop their early childhood curriculum using developmentally and culturally appropriate practice Through this integrated approach young children are able to actively engage in meaningful and functional experiences in their natural context Special Features Include Vignettes of children s conversations and actions in the classroom Suggestions for activities and classroom materials Practical examples and guidelines End of chapter summaries to enhance and extend the reader s understanding of young children By presenting appropriate theoretical practices for designing and implementing a play based curriculum An Integrated Play Based Curriculum for Young Children offers pre service teachers the foundational knowledge about the field about the work that practitioners do with young children and how to best assume a teacher s role effectively *Early Childhood Education*

M.h.siddiqui, *Resources in Education* ,1998 **Studying Teachers in Early Childhood Settings** Bernard Spodek, Olivia Saracho, 2003-05-01 The chapters in this volume reflect the impact that teachers have on their students when they stand in front of the classroom and the effect their performance have on children such as teachers gender preparation certification knowledge beliefs cognitive style creativity accountability and other actions on the part of the teachers They describe research related to the preparation and certification or credentialing of early childhood practitioners the issues regarding the nature of early childhood practice and the needs of the field as it prepares for the future **The SAGE**

Encyclopedia of Contemporary Early Childhood Education Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education

Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

Scholarly Snapshots

Vivien L. Geneser, 2022-05-09 This book gathers 16 theorists from diverse spaces to see what they each have to say about play From deep in the 19th century until contemporary times across cultures and different disciplines through many languages these theorists observed children in their finest form at play From social interactions to meaningful engagements beginning in the crib and outside to the pitch and forest these theorists examined the evidence before them Each in their own way they affirmed that play is at the center of childhood growth and development

Handbook of Intellectual Styles Li-fang Zhang, Robert J. Sternberg, Stephen Rayner, PhD, 2012 Because of the thoroughness of the literature reviews and the comprehensive coverage of the chapter topics this book should be required reading for any scholar working in related areas of personality or intelligence

PSYC CRITIQUES This book is a masterly attempt to bring order and cohesion to a field that for many years has been riven with claims and counterclaims The editors and authors are to be congratulated for addressing a very complex task so helpfully

John Biggs PhD Honorary Professor of Psychology University of Hong Kong If you are interested in intellectual styles people's preferred ways of processing information then this book belongs on your bookshelf

Richard E Mayer PhD Professor of Psychology University of California Santa Barbara For more than half a century the construct of style whether designated as cognitive thinking or learning has been in or out of fashion in the history of psychology and education The editors of the present Handbook have invigorated the style construct in the form of intellectual styles and have brought together a distinguished international panel of chapter authors who offer up to date surveys of the assessment development correlates and educational and organizational applications of intellectual styles For those seeking to familiarize themselves with current theory and research in an intellectually exciting field the present Handbook is essential

Nathan Kogan PhD Professor Emeritus Department of Psychology New School for Social Research New York NY The concept of intellectual styles has had a controversial history based on diverse philosophical and theoretical foundations Most recently the idea of intellectual styles an umbrella term that covers such closely related constructs as cognitive styles learning styles teaching styles and thinking styles has gained momentum as an explanation for why different people succeed in different

professional and organizational settings Previously it was thought that high achievers simply had more innate abilities than their less successful peers but research has shown that individuals have different intellectual styles that are better suited for varying types of contexts and problems Based on the most current and expansive research this handbook is the first to provide a comprehensive review of research on the construct of intellectual style from its foundations and development to its relations to allied constructs its roles in school and job performance its applications in various populations and its future This understanding of intellectual styles as a valid concept for both individuals and groups has far reaching implications for researchers in cross cultural psychology multicultural education organizational behavior and work performance and many other academic disciplines as well as practitioners in education and beyond Key Features Provides a comprehensive review of intellectual styles from multiple perspectives Written for students and scholars in diverse academic arenas as well as practitioners in education and other fields Includes contributions from researchers from diverse disciplines such as psychology business education and health sciences

The Nature of Intellectual Styles Li-fang Zhang, Robert J. Sternberg, 2012-12-06 This book provides an up to date panoramic picture of the field of intellectual styles through describing analyzing and integrating the major theoretical and research works on the topic Readers will gain a broad understanding of the field its nature origins historical development theories research and applications as well as the interrelationships among major theoretical constructs proposed by different theorists in the past few decades In particular three major controversial issues in the field are addressed by both empirical findings and literature review styles as better versus worse or as equal in merit styles as traits versus styles as states and styles as different constructs versus styles as similar constructs with different style labels Educators will find ideas on how to improve their teaching and assessment of student performance Student development specialists will be interested in the book because intellectual styles as evidenced by recent studies play a critical role in many aspects of student development including cognitive affective psychosocial and career development Psychologists will gain an understanding of an important facet of the field at the interface between cognition and personality Managers in business will find the book relevant to such issues as effective supervision and staff training and development The Nature of Intellectual Styles is intended for anyone particularly researchers and students in the fields of education psychology and business management who is interested in understanding intellectual styles and their effects on daily life

Handbook of Research Methods in Early Childhood Education - Volume I Olivia Saracho, 2014-10-01 The Handbook of Research Methods in Early Childhood Education brings together in one source research techniques that researchers can use to collect data for studies that contribute to the knowledge in early childhood education To conduct valid and reliable studies researchers need to be knowledgeable about numerous research methodologies The Handbook primarily addresses the researchers scholars and graduate or advanced undergraduate students who are preparing to conduct research in early childhood education It provides them with the intellectual resources

that will help them join the cadre of early childhood education researchers and scholars The purpose of the Handbook is to prepare and guide researchers to achieve a high level of competence and sophistication to avoid past mistakes and to benefit from the best researchers in the field This Handbook is also useful to university professors who conduct research and prepare student researchers in early childhood education It aims to improve the researchers conceptual and methodological abilities in early childhood education Thus the Handbook can be used as a guide that focuses on important contemporary research methodologies in early childhood education and describes them to offer researchers the necessary information to use these methodologies appropriately This Handbook is designed to be used by students of early childhood education at all levels of professional development as well as mature scholars who want to conduct research in areas needing more in depth study It is hoped that this Handbook of Research Methods in Early Childhood Education will serve the needs of many in the research community Scholars seeking the current state of research knowledge in various areas should find this volume useful Similarly practitioners who are trying to seek knowledge of research and its practical implications should find this volume helpful as well This Handbook with its individual chapters presents several research methodologies to address a variety of hypotheses or research questions that will contribute to the knowledge of the field in early childhood education

Multiple Perspectives on Play in Early Childhood Education Olivia N. Saracho, Bernard Spodek, 1998-01-01 While teachers value children s play they often do not know how to guide that play to make it more educational This volume reflects current research in the child development and early childhood education fields

Contemporary Perspectives on Play in Early Childhood Education Olivia Saracho, Bernard Spodek, 2003-02-01

Balancing the Tension between Digital Technologies and Learning Sciences Dirk Ifenthaler, Demetrios G. Sampson, Pedro Isaías, 2021-02-16 This volume focuses on the implications of digital technologies for educators and educational decision makers that is not widely represented in the literature While there are many volumes on how one might integrate a particular technology there are no volumes on how digital technologies can or should be exploited to address the needs and propel the benefits of large scale teaching learning and assessment

Register of Educational Research in the United Kingdom, 1992-1995 National Foundation For Educational Research, 1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research

Field Dependence-independence Seymour Wapner, Jack Demick, 2014-01-02 The papers presented in this volume seek to illuminate relationships among the cognitive style of field dependence independence and biological psychological and sociocultural aspects of human functioning across the life span The book begins by addressing fundamental issues concerning the role of cognitive style in human development The remainder of the text treats cognitive style in relation to

biological psychological and sociocultural functioning Also included is a summary of directions for future research **Equity Or Excellence? Educ & C** James Lynch,Celia Modgil,Sohan Modgil,2014-07-10 First published in 1992 The books aim to engage with a broad audience aiming at new laicized paradigms of understanding capable of being shared with a wider international public This series of books is committed to the premise that racism and all other forms of negative prejudice are detrimental to a harmonious and healthy pluralist world society and that it is the duty of all good democratic citizens to combat them but that there are many valid routes by which such prejudice can be challenged and that there are other kinds of prejudice and abuse which must also be combatted This is the third volume in a series of four books dedicated to a re examination of cultural diversity and its implications for education and schooling *The Confident Minds Curriculum* Madhavi Nawana Parker,2019-10-11 The Confident Minds Curriculum provides a simple and practical approach to culture change in schools health care settings and organisations working with young people Refraining from focusing solely on young people s growth the curriculum provides logical and practical support to the people and systems in their environment to enable and maximise growth for positive and connected communities Crucial mindsets for healthy relationships empathy compassion problem solving emotional intelligence and well being are broken down into bite size teachable chunks All blend together exquisitely to help people look at themselves and others with confidence gratitude and compassion Easily applied to individuals targeted groups and whole classes to meet the social emotional learning SEL or well being curriculum this book provides a guiding light for young people and their supporters to develop what is necessary for socially and emotionally intelligent environments Aimed primarily at the middle years 8 14 it is easily adaptable for younger and older students Through role plays discussions journaling and practical activities each new mindset is divided into several lessons that teach individual learning components of new ways of thinking feeling and behaving The Confident Minds Curriculum will appeal to teachers educators and health professionals searching for a whole school or organisational approach to social emotional learning well being compassion and personal growth It is also an essential resource for homes where parents and carers can help further develop life skills that build character and optimism so their family can approach life with greater confidence

Learning and Instruction ,2001

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Teachers And Students Cognitive Styles In Early Childhood Education Introduction

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