

EARLY YEARS TEACHING & LEARNING

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Teaching And Learning In The Early Years

Bernard Spodek



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

Early Years Teaching and Learning Denise Reardon, Dilys Wilson, Dympna Fox Reed, 2018-08-22 Covering all routes to early years teaching this essential textbook provides students and practitioners with everything they need to know to deliver outstanding Early Years practice Previously titled Achieving Early Years Professional Status this new edition is completely revised to include recent research and practice guidance for those studying Early Years Teacher Status Teach First Early Years Early Years Educator Early Years PGCE New case studies illustrating best practice make this text highly relevant for experienced professionals teaching and leading practice in Early Years settings and schools and anyone interested in helping Early Years children learn and develop Journal articles linked to each chapter are available at <https://study.sagepub.com/education> Denise Reardon Dilys Wilson and Dympna Fox Reed will be discussing ideas from Early Years Teaching and Learning in Doing Your Early Years Research Project a SAGE Masterclass for early years students and practitioners in collaboration with Kathy Brodie Find out more here

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

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

Teaching in the Early Years Bernard Spodek,1978 **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. **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. **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 *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

Reviewing **Teaching And Learning In The Early Years**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Teaching And Learning In The Early Years**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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