

Foreword by Jeanne Goldhaber

Teaching as Inquiry

**RETHINKING CURRICULUM
in Early Childhood Education**



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Teaching As Inquiry Rethinking Curriculum In Early Childhood Education

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Teaching As Inquiry Rethinking Curriculum In Early Childhood Education:

Teaching as Inquiry Lynn T. Hill, Andrew J. Stremmel, Victoria R. Fu, 2005 This text helps teach pre service teachers the art of inquiry instilling in students a sense of wonder curiosity asking questions looking for answers and making sense of the world in different ways The authors see teaching as an art that supports the learner in multiple ways using different tools that are responsive to their individual orientation or to their multiple intelligences Teaching as Inquiry is based on best practice and centers around the philosophies of Reggio Emilia as well as Dewey Vygotsky Piaget Gardner and others The book has a unique structure that focuses on helping future teachers understand the theory and apply it practically Each chapter begins with a story from the classroom followed by a list of questions to be considered throughout the chapter Think About It boxes ask students to pause and reflect and each chapter ends with suggestions for Getting Started as well as Web resources and suggested readings

Curriculum in Early Childhood Education Jennifer J. Mueller, Nancy File, 2019-06-18 Curriculum in Early Childhood Education Re examined Reclaimed Renewed critically and thoroughly examines key questions aims and approaches in early childhood curricula Designed to provide a theoretical and philosophical foundation for examining teaching and learning in the early years this fully updated and timely second edition provokes discussion and analysis among all readers What influences operate both historically and currently to impact what happens in young children s classrooms Whose perspectives are dominant and whose are ignored What values are explicit and implicit Each chapter gives readers a starting point for re examining key topics encourages a rich exchange of ideas in the university classroom and provides a valuable resource for professionals This second edition has been fully revised to reflect the current complexities and tensions inherent in curricular decision making and features attention to policy standardization play and diversity providing readers with historical context current theories and new perspectives for the field Curriculum in Early Childhood Education is essential reading for those seeking to examine curriculum in early childhood and develop a stronger understanding of how theories and philosophies intersect with the issues that accompany the creation and implementation of learning experiences

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

Curriculum in Early Childhood Education Nancy File, Jennifer J. Mueller, Debora Basler Wisneski, 2012-01-30 Curriculum in Early Childhood Education Reexamined Rediscovered Renewed provides a critical examination of the sources aims and features of early childhood curricula Providing a theoretical and philosophical foundation for examining teaching and learning this book will provoke discussion and analysis among all readers How has theory been used to understand develop and critique curriculum Whose perspectives are dominant and whose are ignored How is diversity addressed What values are explicit and implicit The book first contextualizes the historical and research base of early childhood curriculum and then turns to discussions of various schools of theory and philosophy that have served to support curriculum development in early childhood education An examination of current curriculum frameworks is offered both from the US and abroad including discussion of the Project Approach Creative Curriculum Te Whāriki and Reggio Emilia Finally the book closes with chapters that enlarge the topic to curriculum being enacted through play and that summarize key issues while pointing out future directions for the field Offering a broad foundation for examining curriculum in early childhood readers will emerge with a stronger understanding of how theories and philosophies intersect with curriculum development

Being an Early Childhood Educator Felicity McArdle, Lyn Zollo, 2020-07-16 This book will be an invaluable resource for pre service early childhood educators as they prepare not only for their placements but also their future careers The examples activities and reflection points are realistically representative of events and contexts across the birth to 8 years age range These features effectively scaffold the pre service teacher's preparation and thinking for socially just early childhood teaching Associate Professor Susan Krieg Early Childhood Program Coordinator Flinders University Making the transition from pre service teacher to professional can be challenging From field experience placements or pracs to the early years in the classroom this text provides a comprehensive and practical guide to help every early childhood student develop their professional expertise and confidence The authors prompt students to bring together theories learned at university with ways of working with real children in real settings framed by the principles of recognising equity and diversity There is clear guidance on how to be successful on prac including understanding the many roles pre service teachers will be expected to take on and the important relationships they need to build Lesson planning understanding curriculum documents and fail safe strategies for teaching in a wide range of situations and with children from wide ranging backgrounds are all covered in depth Suggestions for tutorial activities and further reading accompany each chapter prompting students to engage in critical reflection and self evaluation while the On track on prac feature will help pre service teachers monitor and review

their progress Readers are also provided with insights from real world pre service students and professional teachers who have mentored many different students on prac This is an essential text for all students undertaking practicums and preparing for the first years of their professional careers Seven Crucial Conversations in Early Childhood Education Nancy File,Nancy E. Barbour,Andrew J. Stremmel,2024 Designed to spark an interchange of ideas this book presents early childhood education as a nuanced shifting and complex field Readers will bear witness to several decades of the lived experiences of influential leaders engaged in conversation about seven major topics systems of early care and education diversity and children s rights developmentally appropriate practice perspectives on play curriculum and pedagogy the care of infants and toddlers and families and family engagement Each chapter is accompanied by a Reflections on the Dialogue essay from one of the volume editors who include important source material and theoretical and research perspectives Readers are invited to reflect thoughtfully on each topic to construct their own understanding of where the field has been and why it matters Contributors reveal how they have been shaped by societal values and events as well as how they have helped to shape the field as we know it These reflective dialogues help readers develop greater understanding of the past and its influence on the present while preparing readers to make decisions throughout their careers about what matters and why it is important to young children and their families Contributors W Steven Barnett Gloria Swindler Boutte Sue Bredekamp Dina C Castro Katherine K Delaney J Amos Hatch Marilou Hyson Jacqueline Jones Marjorie Kostelnik Mary Benson McMullen Douglas R Powell Susan L Recchia Mari Riojas Cortez Jaipaul L Roopnarine Jeffrey Trawick Smith **Pedagogical Documentation in Early Years Practice** Alma Fleet,Catherine Patterson,Janet Robertson,2017-06-13 Pedagogical documentation is a vital method of assessing and observing young children and is a practice that enables practitioners families and children to learn alongside each other This book draws on the projects and experiences of senior researchers from nations including Australia Canada Sweden Singapore the UK and the USA to highlight multiple approaches to pedagogical documentation Topics explored include using video in pedagogical documentation making the most of outdoor learning environments developing pedagogical documentation within curriculum frameworks the relationship with Early Years transitions the potential of pedagogical documentation for leadership enactment The book offers guidance support and inspiration to practitioners and researchers on how to implement meaningful and sustainable child focused observation in early years contexts **Early Childhood Education** Donna Farland-Smith,2019-04-24 This book will serve as a resource for students researchers and practitioners in the area of early childhood education The 18 chapters are divided and organized into the major areas relevant to early childhood education early childhood development play science mathematics technology literacy and exceptional learners Each chapter contains an overview of background information pertinent to the chapter and a synopsis of research or a new research study The information contained in this book provides a foundation for past and or present research and suggests future research studies *Early Childhood Leadership in Action* Elizabeth

Stamopoulos,2020-07-16 Leadership is a core skill required by all early childhood educators whatever position they hold whether leading their own ethical and professional practice or leading others From understanding ethical frameworks to managing change and from quality assurance to working with teams families and the wider community the most effective early childhood leaders act with confidence flexibility and creativity In this book early childhood researchers Elizabeth Stamopoulos and Lennie Barblett provide a new model for leadership Recognising that leadership is both an individual and collective endeavour multi layered and multidimensional the authors have distilled core tasks of leadership that are explored in detail in each chapter Understanding and conceptualising theories of leadership Leading in times of change Advocating for high quality pedagogy and practice Developing strong communication skills Leading through digital technology and media Developing effective teams Building positive relationships with families and the wider community Embedding Indigenous perspectives Embracing evidence based research And Leading ethical practice Featuring the perspectives of leaders from diverse settings together with reflection exercises and discussion questions throughout this is an essential book for both pre service and in service early childhood educators The authors are commended for their commitment to shining a light on a wide range of research theories and issues concerned with leadership and the early childhood profession from the foreword by Catharine Hydon and Dr Anne Kennedy **Emergent Curriculum in Early Childhood Settings** Susan

Stacey,2018-02-06 Develop a curriculum inspired by children s emerging interests Create an environment where children learn through play inquiry and exploration This book explores the components of emergent curriculum and how its practices can improve the educational culture of early childhood programs The updated edition includes new information on exploration of inquiry based practice reexamination of circle time and scripts for routines expansion of invitations including invitations for children learning a second language new photos and documentation and inclusion of Reggio Emilia Susan Stacey has worked in the field of early childhood for over thirty five years as an early childhood educator director and practicum advisor She obtained her Master s degree at Pacific Oaks College Pasadena California Stacey frequently presents across North America about emergent curriculum reflective and responsive practices inquiry documentation and the role of the arts in early childhood education She teaches adult early childhood education students at the Nova Scotia College of Early Childhood Education and belongs to several professional organizations such as National Association for the Education of Young Children and the Canadian Childcare Federation Stacey has presented frequently at NAEYC conferences and has been published in Young Children Young Exceptional Children and Exchange Her books with Redleaf include Emergent Curriculum in Early Childhood Settings The Unscripted Classroom and Pedagogical Documentation in Early Childhood

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