

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

Susan Stacey



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 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 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.

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.

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.

Learning to Teach in the Primary School
 Peter

Hudson,2013-05-27 Education is in a constant state of change and development Learning to Teach in the Primary School provides a pathway into Australian education for preservice primary teachers This practical and engaging text includes strong links to the Australian Curriculum and frames teaching around understanding primary students how they learn and their contexts The book includes numerous valuable teaching resources such as applied learning boxes discussion questions and research topics specific information related to the teaching of literacy mathematics and science practical guidance across a range of key learning areas exploring the breadth and depth of teaching and learning opportunities for primary students Drawing on the wide ranging expertise of each contributor this text provides techniques to engage primary students in high quality education The concluding chapters of the book focus on professional growth making this a valuable resource throughout preservice teachers tertiary coursework and into their professional careers

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

Inquiry-Based Early Learning Environments Susan Stacey,2018-09-18 What does it mean to inquire Grownups would say it means to question to search for information or to finding out about a topic of interest For children in an early childhood classroom the definition is no different From the time of their birth children want to know how the world works and actively seek out information How educators respond to their quest is what this book is all about Inquiry Based Early Learning Environment takes an in depth look at children s inquiry What does inquiry look like in early childhood

settings How does the environment affect children's inquiries and teachers' thought processes Inquiry Based Early Learning Environment examines inquiry in all its facets including environments that support relationships that create a culture of risk taking in our thinking that support teachers as well as children that include families that use documentation as a way of thinking about our work and of course the physical environment and all the objects and spaces within it Throughout stories about environments and approaches to inquiry from around the world are included as examples

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

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 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

Freire, Teaching, and Learning Mariana Souto-Manning,2010 In this book Paulo Freire s culture circles cross linguistic cultural and socioeconomic borders to work across contexts in the U S early education pre service and in service teacher education and in Brazil adult education Freire Teaching and Learning makes culture circles accessible to those seeking to embrace equity and democracy through everyday educational practices Book Jacket

Assessment of Young Children Lisa B. Fiore,2012 In an era of standards and norms where assessment tends to minimize or dismiss individual differences and results in punitive outcomes or no action at all Assessment of Young Children provides teachers with an approach to assessment that is in the best interest of both children and their families Author Lisa B Fiore explores a variety of ways to study and assess young children in their natural environments while stressing the importance of bringing children and families into the process This lively text helps the reader learn how to cultivate developmentally appropriate practice create appropriate expectations examine children s work interact in groups and improve their teacher behavior Accounts of real experiences from children families teachers and administrators provide on the ground models of assessment strategies and demonstrate how children are affected Assessment of Young Children explores both standardized and authentic assessment work sampling systems and observation skills Readers will walk away with strategies for communicating information about children and portfolio assessment and how the use of formal and informal methods of observation documentation and assessment are connected to teacher and student inquiry Assessment of Young Children encourages an assessment strategy where the child remains the focus and explores how collaboration with children families and colleagues creates an image not a diagnosis of the child that is empowering rather than constraining Special Features Include Case Study examples that anchor the concepts presented in the chapters and engage readers more deeply in the content Now what and Avenues for Inquiry throughout the book present students with concrete extensions of the material that they may pursue for further investigation

How to create high quality teaching and learning in the digital

era : teachers, students and parents' perspectives Christine Wulandari Suryaningrum, Syahrul Mubaroq, Fitri Amilia, Indri Astutik, Indah Werdiningsih, Kristi Nuraini, Khoiriyah, Yeni Mardiyana Devanti, Lady Agustina, Nurkamilah, 2022-10-20 How to Create High Quality Teaching and Learning in Digital Era Teachers Students and Parents Perspectives presents a collection of works by authors in the field of education like from the field of language teaching mathematics education early childhood education TPACK parental involvement and the use of technology The book was especially written during the outbreak of the COVID 19 where classes were moved to online classes This extreme change has led to different reactions from all elements of education students teachers and parents Some common reactions observed by the works in this edited book include hesitation skepticism puzzlement but some reacted positively with excitement and enthusiasm Indonesia has experienced a period with massive online courses and classes during the two years of pandemic Despite the initial shock Indonesia has proved to survive and made this a golden period in which many innovative teaching ideas were created Indonesia has also accelerated its adaptation of technology to teaching during this time This book is therefore presented to you to discuss how technology is integrated in education from different perspectives 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 *Exploring Children's Learning* Christine Ritchie, 2016-12-08 Exploring Children s Learning 3 11 years is essential reading for those passionate about supporting children s learning environments from Early Years to Key Stage 2 By combining learning with important aspects of a broad curriculum content it will inspire and enhance an interest in supporting children s learning Individual chapters focus on key areas of the curriculum such as literacy and history numeracy and science as well as more general topics such as creativity assessment and the emotional and behavioural aspects of learning The book takes an objective view on control over curriculum and offers practical insights into how supportive learning opportunities can create enjoyable and satisfying lifelong learning habits preparing children for the challenges they may face in their adult working life Whether you dip into chapters or read through the book as a whole you will develop your understanding of the complexity of learning and the lifelong effects implicit in this not only from the individual basis that each child faces in terms of learning how to learn but also concerning the differences in learning strategies required to successfully negotiate subject knowledge across a range of disciplines This book is a must read for students of Childhood and Education Studies programmes those undertaking Initial Teacher Training as well as general readers with an interest in supporting children s learning Being with A/r/tography , 2008-01-01 Being with A r tography is a collection of essays that

explain and exemplify the arts based research methodology called a r tography Edited by four scholars who are artists researchers and teachers a r tographers this book is a methodology book for practitioners in arts based educational research In addition to an introductory essay which contextualizes and theorizes the methodological framework of a r tography the book is divided into three main thematic sections that are integral to a r tographical research 1 self study and autobiography 2 communities of a r tographic practice 3 ethics and activism The book concludes with a consideration of issues related to assessment validity and interpretation Being with A r tography will be an excellent core text in graduate courses that focus on arts based educational research as well as a valuable text in pre service teacher education programs The book will also be significant for qualitative research courses in all the social sciences and the health sciences including communication studies nursing counseling psychology and arts therapy The book provides a clear and comprehensive introduction to a r tography Even though a r tography as a research methodology is relatively new in the scholarly field Being with A r tography spells out how scholarly practitioners who are artists and researchers and teachers have been pursuing this kind of research for a long time

Contemporary Perspectives on Research in Motivation in Early Childhood Education Olivia Saracho, 2019-03-01

Researchers from different disciplines e g physiological psychological philosophical have investigated motivation using multiple approaches For example in physiology the scientific study of the normal function in living systems such as biology researchers may use electrical and chemical stimulation of the brain the recording of electrical brain wave activity with the electroencephalograph and lesion techniques where a portion of the brain usually of a laboratory animal is destroyed and subsequent changes in motivation are noted Petri Cofer 2017 Physiological studies mainly conducted with animals other than humans have revealed the significance of particular brain structures in the control of fundamental motives such as hunger thirst sex aggression and fear In psychology researchers may study the individuals behaviors to understand their actions In sociology researchers may examine how individuals interactions influence their behavior For instance in the classroom students and teachers behave in expected ways which may differ when they are outside the classroom Saracho 2003 examined the students academic achievement when they matched or mismatched their teachers way of thinking She identified both the teachers and students individual differences and defined consistencies in their cognitive processes In philosophy researchers can study the individuals theoretical position such as supporting Maslow s 1943 concept that motivation can create behaviors that augments motivation in the future Abraham H Maslow s theory of self actualization supports this theoretical position Petri Cofer 2017 These areas and others are represented in this volume This volume is devoted to understanding mutual and contemporary themes in the individuals motivation and its relationship to cognition The current literature covers several methods to the multifaceted relationships between motivational and cognitive processes Comprehensive reviews of the literature focus on prominent cognitive perspectives on motivation with young children which includes ages from birth to eight years of age The chapters in this special volume review and critically analyze the literature

on several aspects of the relationships between motivational and cognitive processes and demonstrates the breadth and theoretical effectiveness of this domain This brief introduction acknowledges the valuable contributions of these chapters to the study of human motivation This volume can be a valuable tool to researchers who are conducting studies in the motivation field It focuses on important contemporary issues on motivation in early childhood education ages 0 to 8 to provide the information necessary to make judgments about these issues It also motivates and guides researchers to explore gaps in the motivation literature

Pedagogies for Leading Practice Sandra Cheeseman, Rosie Walker, 2018-11-16
 Bringing together the experiences of professionals from around the world this essential text explores the intersections between pedagogy and leadership to consider how effective Pedagogical Leadership can be used to foster the collaborative engagement of children and their families staff and practitioners and ensure high quality provision in early years settings and services Pedagogies for Leading Practice showcases a vast range of experiences and ideas which are at the heart of professional practice Written to provoke group discussion and extend thinking opportunities for international comparison points for reflection and editorial provocations will help students policy makers and others engage critically with wide ranging approaches to leadership in early years practice Considering varied forms of collaborative working the challenges involved in becoming a pedagogical leader and the role of management in meeting insitutional demands and the needs of the wider community chapters are divided into four key sections which reflect major influences on practice and pedagogy Being alongside children Those who educate Embedding families and communities Working with systems Offering insight examples and challenges this text will enhance understanding support self directed learning and provoke and transform thinking at both graduate and postgraduate levels particularly in the field of early childhood education and care

Educational Stages and Interactive Learning: From Kindergarten to Workplace Training Jia, Jiyou, 2012-02-29
 The adoption of ICT for personal and business use has encouraged the growth of interactive learning as well as its application in a number of education and training scenarios Designing effective syllabi for interactive learning projects helps to ensure that desired leaning outcomes are achieved without incurring a significant loss of time or money Educational Stages and Interactive Learning From Kindergarten to Workplace Training provides a record of current research and practical applications in interactive learning This book reviews all aspects of interactive learning investigates the history status and future trends of interactive learning introduces emerging technologies for interactive learning and analyzes interactive learning cases in various educational stages and learning situations Readers interested in the technologies and pedagogical applications of interactive learning will find this book a comprehensive reference for the understanding of notions theories techniques and methods related to the research and development of interactive learning

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