

Teaching Five to Eight Year-Olds

Mary C. Cassen, Alice Loring
and Gilbert Harper



THEORY AND PRACTICE
IN EDUCATION



Teaching Five To Eight Year Olds

Elizabeth Wood, Jane Attfield



Teaching Five To Eight Year Olds:

Teaching Five to Eight Year Olds Maurice Chazan, Alice F. Laing, Gillian Harper, 1987 This book gives teachers student teachers and parents insight into the development and education of children between the ages of five and eight Teaching Five to Eight Year Olds considers first the physical emotional and moral development through these years It then examines the curriculum best suited for the needs of this age group and considers traditional concerns of education for young children namely play and language development Cognitive growth and emotional and social development are then covered before three final chapters go on to look at children who find learning difficult for whatever reason at ways of working with parents and others and at how the transition from the first stage of education to the next can be most smoothly accomplished There are suggestions for further reading related to all of those topics

Teaching Practice for Early Childhood Rosemary Perry, 2013-03-01 This fully updated new edition of Teaching Practice for Early Childhood will help student and recently graduated early childhood teachers make the most of their teaching in a variety of early years settings Chapters cover vital topics such as ways of knowing and relating to children the early childhood curriculum and working collaboratively with colleagues and parents In addition this new edition takes into account the current demands for quality accountability and continuity in the early childhood curriculum and includes fresh material on the importance of social and emotional development the role of observation in assessing children's learning and growing and the use of documentation as a form of accountability and teacher research the value of socially responsive learning environments This authentic trustworthy and engaging text is written in a style that talks directly to its readers By presenting the experiences of student teachers as well as those of beginning and experienced teachers the author brings into focus real situations dilemmas issues and rewards which student teachers are likely to face

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 Early Years Susanne Garvis, 2020-07-16 This new early childhood text provides a comprehensive overview of early childhood education in Australia for children from birth to eight years It reports on a wide variety of significant early childhood topics and is written in a style directed towards early childhood professionals Kim Walters President Early Childhood Teachers Association The early years of care and learning are recognised as crucial for ongoing educational success and future participation in society Early childhood professionals need specialist preparation to understand and effectively support early years learners Teaching Early Years offers a systematic research based introduction to educating children from birth to eight years Leading educators identify the key priorities in early years education and cover developmental issues curriculum pedagogy and assessment

Each chapter concludes with questions that guide reflection of the concepts developed in the chapter Written for early childhood education students childcare workers and education leaders Teaching Early Years is an essential resource for anyone involved in caring for and educating early years learners

The Kinderchat Guide to the Classroom Heidi Echternacht, Amy Murray, 2021-08-19 From the founders of Kinderchat this book provides a comprehensive friendly guide to teaching in the early childhood classroom Organized around the same core topics as Kinderchat conversational yet authoritative chapters cover everything a novice teacher needs to know from setting up your classroom to establishing routines and engaging with parents Learn how to effectively incorporate play meet the needs of diverse learners and cover curriculum like a pro With helpful tips for working with a range of program structures this is a must have read for anyone new to the kindergarten or pre K classroom

Researching the Early Years Continuum Pat Broadhead, 1996 Makes a case for considering the years from birth to eight as a continuum of development and learning The text draws on research undertaken by nursery and primary teachers in conjunction with LEAs and by HE staff

Teaching Deaf Children to Talk Ewing, Alexander William Gordon, Sir, Lady Ethel Constance Goldsack Ewing, 1964

Improving Children's Learning Joan Dean, 2003-09-02 How can teachers improve what they do in the primary classroom Which teaching methods will help you and your pupils to perform effectively These are the questions that every teacher will be asking him or herself in today's climate of targets and tables Much research over recent years has focused on the role of the teacher and how effective classroom practice is achieved The book discusses many areas of topical importance including teaching methods motivating learners and matching work to children how to structure children's learning classroom control and organisation teaching literacy teaching children with special education needs working with parents It also looks at the increasing role of the teacher as a researcher and how collaborative practices are providing a way for teachers to appraise both their own progress and that of their colleagues This book should be of particular interest to the classroom teacher who is looking for ways to develop his or her teaching but has limited time to explore the research It sets out to translate the findings of research into practical terms which teachers can easily use

Teaching Gifted Children 4-7 Valsa Koshy, 2013-10-18 This book offers practical guidelines on how to identify gifted and talented young children and looks at ways to enhance their learning opportunities Provided are a wealth of practical tried and tested strategies that readers will be able to use in their classrooms with confidence It includes advice on how to create the right classroom environment guidance on how to assess and record children's talents a list of suggested appropriate resources and help with planning the curriculum The emphasis is on creating a classroom environment that encourages children to be engaged in higher order thinking skills exploration and creativity the importance of play and the role of questioning is highlighted Using case studies of young gifted children and rooted in theoretically sound principles this book makes a significant contribution to the learning and teaching of younger children Teachers teaching assistants advisers Gifted and Talented Coordinators and training teachers will find this

book relevant to their needs *Routledge Library Editions: Education Mini-Set C: Early Childhood Education 5 vol set*
Various Authors, 2021-02-25 First published in 2012 Mini set C Early Childhood Education re issues 5 volumes originally
published between 1913 and 1992 Over that period but particularly in the last 4 decades educational policy makers have
become increasingly aware of the importance of early childhood education There are many perspectives for viewing early
childhood education and the volumes in this mini set reflect this

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