Chapter 2 Play Based Learning In Early Childhood Education

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers and children using different types of
play-based learning whilst engaged in environmental education. Such play-types connect with the historical use of play-based learning in early childhood education as a basis for pedagogy. In the book ‘Beyond Quality in ECE and Care’ authors Dahlberg, Moss and Pence implore readers to ask critical questions about commonly held images of how young children come to construct themselves within social institutions. In similar fashion, this little book problematizes the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of environmental education. This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational, interspecies, embodied learning in the third space. As Barad says, such work is based in inter-actions that can account for the tangled spaces of agencies. Through the deceptive simplicity of children’s play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada

A well-established reference, INFANTS AND TODDLERS: CURRICULUM AND TEACHING, 8E, International Edition presents a child-centered approach for the child care provider called “conscious care giving.” This important and well-rounded approach encourages a sense of empowerment and focuses on the respectful, purposeful, and careful handling of children in any child care setting. Reader friendly, realistic, and easily applicable to real life, the book emphasizes the child’s growth and development, helping readers discover how they can best and most effectively influence that development. This edition features new integration of NAEYC and DAP standards as well as new videos that bring concepts to life by showing actual teaching situations. Overviews of key child care philosophies as they relate to the child, the caregiver, and parent involvement are presented along with case studies and personal perspectives of child care professionals, helping readers translate theory into practice.

In this text the authors look at the bodily, intellectual and emotional development of children from birth. Topics covered include play and learning, the role of adults, feeding and the child's relationships with other people.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

The "Caring for Preschool Children" program was designed as a personalized training program to help adults working with preschool children acquire the skills and knowledge
needed to provide a high quality preschool program. This two-volume training manual is comprised of 13 modules corresponding to the areas of the Child Development Associate Competency Standards, each containing an overview, self-assessments, learning activities, answer sheets, and a glossary. The modules are: (1) "Safe," preventing, and responding to accidents and injuries; (2) "Healthy," including promoting wellness and reducing the spread of disease, and helping children develop habits that promote good hygiene and nutrition; (3) "Learning Environment," encouraging play and exploration, and planning and implementing schedules, routines, and transitions that meet children's needs; (4) "Physical," providing materials, equipment, and opportunities for gross and fine motor development and encouraging physical fitness; (5) "Cognitive," encouraging children to explore and construct knowledge about their world, and helping children to develop confidence in their ability to think and solve problems; (6) "Communication," helping children use language meaningfully and providing materials and experiences that support emerging literacy skills; (7) "Creative," encouraging exploration and experimentation, offering materials and activities, and showing respect for children's ideas; (8) "Self," developing positive relationships with children and helping them accept and appreciate themselves and others; (9) "Social," helping children develop social skills, get along with others, and express their feelings; (10) "Guidance," encouraging self-discipline and using positive methods to guide children; (11) "Families," sharing information with parents about their child's experiences and development, supporting families, and offering several options for parent participation; (12) "Program Management," learning about each child, following policies and procedures, and teaming; and (13) "Professionalism," assessing one's performance and applying professional ethics. The trainer's guide provides a detailed description of the trainer's role in guiding teachers through the learning activities and includes suggestions for providing feedback and encouraging teachers to extend their learning. Answer sheets and observation forms for assessment, and tracking forms to record each teacher's progress are included. Chapter 1 of the guide discusses the need for an organized system for staff development, the components of a professional development system, and the importance of linking training to professional development and program improvement. Chapter 2 gives an overview of the training materials, content, and approach. Chapter 3 presents suggestions for managing the training programs, including completing an orientation and providing feedback. Chapter 4 discusses strategies for effective group training sessions. Section 5 presents information on assessing teachers' progress through the modules. Appendices contain forms for the trainers' use. (KDFB)

Discover how digital gaming can improve learning and prepare students for successful futures. The authors—both experienced educators and enthusiastic gamers—contend that students of the 21st century communicate and learn differently than previous generations. By incorporating digital games into lessons, student learning will more accurately reflect the interactive, engaging reality students experience outside the classroom and better prepare them for college and careers. Benefits Explore learning theory and research that supports why students of the digital generation require different learning and teaching methods than previous generations. Discover the benefits of classroom gamification for educational and professional development purposes, which include making students active participants in their learning. Gain consistent, clear definitions for terms related to gaming in education, and learn how to incorporate digital games into lesson design. Access lists of suggested digital games, and learn for what purposes the games are most useful. Consider how digital games can address students' diverse learning needs and can be used for assessment. Contents Foreword by Ian Jukes Introduction: The Gamer in Us All Chapter 1: From Entertainment to Education 3.0 Chapter 2: The Arcade of Education Chapter 3: Learning Theory and the Attributes of the Digital Generation Chapter 4: How to Find and Evaluate Digital Games for Teaching, Learning, and Assessment Chapter 5: Lesson Design Using Digital Games Chapter 6: Digital Gaming and Assessment Chapter 7: The Nine I's of Modern Learning Chapter 8:
Play-based Learning in the Primary School demonstrates the value of play in all its different forms as a highly effective medium for teaching and learning across the curriculum. Authors Mary Briggs and Alice Hansen explore how play can be used to increase engagement, motivation and fun in learning situations, examining the theoretical principles of play for learning, types of play for older children, planned and facilitating play-based learning, using thematic approaches when working with individuals, groups and whole classes, in addition to covering important teaching issues such as assessment, inclusion and transition out of primary education.

Children who play - Providing for play - Playing away from home.

"This comprehensive text gives pre-service early childhood educators a balanced, accessible introduction to early childhood education that also covers the content areas. It shows readers how to teach and care for children by identifying and focusing on five essential elements: understanding child development, play, guidance, working with families, and diversity. Each essential element is addressed in its own separate chapter and then explored at a deeper level in a featured section in every chapter. Included is a rigorous overview of the planning, preparation, and delivery of a curriculum for young children built around six specific curriculum areas, each explored in its own chapter. The author stresses the importance of play and the need to nurture each child's natural affinity for learning through experimentation and exploration. Separate chapters cover the importance of the outdoor environment and the effect of technology on early childhood education, giving future teachers a well-rounded look at delivering quality early education. Short vignettes help students better understand young children; numerous practical examples of developmentally appropriate strategies provide tools for actual classroom teaching; and supplemental resources assist instructors in presenting the course" --

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Experience and Education is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after Democracy and Education (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received. Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeped and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that
respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

This volume spells out more fully the principles undergirding developmentally appropriate practice and guidelines for making decisions in the classroom for young children.

"Creative Thinking and Arts-Based Learning "prepares preservice and inservice teachers to "know why "children's creative thinking and play are so important, "know about "children's play and creative thinking, and also "know how "to provide these experiences within the curriculum. It contains extensive coverage of the roles, responsibilities, and strategies that lead to a more child-centered, play-based curriculum. An Applied Approach Many instructional guidelines and classroom strategies are presented throughout the text for integrating creative thinking and play into learning. Cases about preschoolers, K-2nd graders, and 3rd-4th graders open each chapter and show readers how teachers infuse the arts into learning. Meeting Standards. This new feature discusses how to provide for creativity in classrooms while also meeting state and national standards. Frequently Asked Questions. Another new feature poses common questions about issues, such as what materials and resources to use, how to adapt environments for diverse learners, and how to foster and assess creative thought. Misconceptions are dispelled with research-based answers. A Theoretical Approach Solid theory underlies all of the content. The authors' experience as university professors and practitioners is evident in their clear presentation of relevant theory. A Reflective Approach Teacher's Reflections in each chapter tell readers what other preservice and inservice teachers are thinking and doing in their classrooms relative to their experiences with the arts. Resources: Instructor's Manual and test Bank, PowerPoint Slides

Going beyond the music-literature link, The Music and Literacy Connection looks at the skills that are parallel in music learning and text reading. This new book by respected experts in the field can be used by music advocates, prekindergarten through third-grade teachers, classroom teachers, music teachers, and preservice teachers to: discuss the role arts play in literacy, show how music teachers are reading teachers and reading teachers are music teachers, learn about the auditory and visual processes used in both language and music learning, enhance reading strategies using musical activities, help students demonstrate understanding of music through reading activities, help reading comprehension using musical activities, use writing in the music classroom. Book jacket.

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This timely second edition explores recent developments which strongly endorse play as an integral part of the curriculum.

This new book provides information, examples and practical strategies for classroom teachers wishing to explore and implement a Developmental Curriculum (play and project based) into the learning environment. Play Matters highlights the way young children learn in the early years of school and explains that the required teaching and learning strategies are distinct and unique compared to the methods used for older children and adults.

Play provides young children with the opportunity to express their ideas, symbolize, and test their knowledge of the world. This book 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.

Providing high quality play experiences is an essential part of good early years education, but this can pose a challenge for practitioners who face pressure from a more didactic primary curriculum, and from parents worried that their children will fail to acquire essential skills and knowledge. By helping the reader to develop their understanding of the complex relationships between play and learning, this book examines current theoretical perspectives on play, alongside examples of recent and innovative play research from a range of disciplinary and methodological perspectives. With contributions from leading play scholars, it brings together theory, research, policy and practice in relation to play and learning in early years settings. The emphasis is on the relationship between play and learning, and play and pedagogy, and the need to understand these dimensions more substantially in order to teach with confidence. Included are chapters on: - the influence of play on thinking, problem-solving and creativity - cooperative play and learning - play, risk and outdoor learning - learning to play in cultural context There are chapter objectives, reflective points, reflective tasks and suggestions for further reading throughout, to facilitate critical thinking and encourage independent study. Suitable for early years practitioners, early childhood students at undergraduate and postgraduate levels, and all those who work with and care for young children, this is an exciting and thought-provoking book.
Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers—and learners—every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and

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activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

This text introduces the early childhood student to the essential aspects of the early childhood curriculum: intelligence and potential, developmentally appropriate practice, healthy relationships, play, values, assessment, and planning. It allows the student to recall, interpret, summarize, associate, relate, apply, create, design, assess, and discriminate the information presented through intriguing journal questions and activities. Vignettes are utilized to enable the student to transfer the theory to reality and to draw attention to key concepts for discussion and debate. The development of symbol systems (beyond reading and writing) is thoroughly investigated. Current brain and intelligence research offers the student the opportunity to see the science behind the pedagogy. The text is motivating and offers inspiration for new teachers through the quotes, journal activities, vignettes, and photographs.

This is a key text that enables students to appreciate and understand the central role of observation in understanding, planning for and educating early years children. It explores the theoretical background to child observation and links it back to practice. Recent important research in the field of child observation is highlighted and ethical implications of research in early childhood are considered. This is essential for all those studying for degrees and foundation degrees in early childhood, early years and related disciplines and for Early Years Teacher candidates. Updated in line with recent policy and legislation changes A new chapter on observation documentation in the multi-modal age Includes new material and case studies that explores the essential elements of child observation across the world Research chapter re-written to make it more accessible for all students More case studies throughout linking theory to practice.

The High/Scope Curriculum is a developmentally based approach to early childhood education. This curriculum's "Extensions" newsletter, in which the articles in this collection first appeared, informs curriculum users about new development, relating to the High/Scope "open framework" curriculum. This collection divides the articles into eight chapters. Chapter 1, "Supportive Adult-Child Interaction," includes articles on encouraging group problem solving, rules and limits, persona dolls as discussion starters, and superhero play. Chapter 2, "Materials and Environments for Active Learners," considers computer use, materials for infants and toddlers, and gardening. Chapter 3, "Learning and Exploring throughout the Daily Routine," presents articles on arrivals and departures for infants and toddlers, reading throughout routines, small group interaction strategies, and pretend play. Chapter 4, "Key Experiences in the Preschool Classroom," contains articles on reading, message boards, promoting outdoor experiences, children's art, dramatic arts, and movement. Chapter 5, "Meeting the Needs of All Children," presents articles on supporting children's home language, classroom adaptations for children with special needs, and High/Scope strategies for specific disabilities. Chapter 6, "Active Learning in the Elementary Grades," focuses on hands-on materials, children's interests, drama, art, and parent-teacher conferences. Chapter 7, "Collaborating with Parents," includes articles on parent involvement opportunities, parent conferences, and involving parents in curriculum planning. Chapter 8, "Team Planning, Assessment, and Staff Development," contains articles on planning around children's interests, assessing program quality through classroom observations, and mentoring. Appended is a list of books and audiovisual material published by the High/Scope Press. (KB)
A practical book for teachers consisting of 10 YC and TYC articles on the importance of integrating rich content-based, teacher-guided instruction with meaningful child-centered play to nurture children's emerging capabilities and skills. The emphasis is on teachers' active, intentional role in children's play to guide learning. Two sections: four general articles that discuss the topic, followed by six content-area articles on math, literacy, drama, art, STEM, and outdoor learning. Marie wrote the introduction as well as other material. Note: This book will not be part of the Spotlight series; articles will appear as chapters in a book (along the lines of Big Questions, with chapters from different authors but having a cohesive look).

Fully reflecting the content of the Foundation Stage's Early Learning Goals (DfEE 1999), this text is written for all practitioners working in Early Years settings, as well as those pursuing Qualified Teacher Status for the 3-5 year age group.

The topic of play is fundamental to understanding how children grow and learn. Play in Early Childhood Education Second Edition is an essential introduction to the theories behind this play and how it relates to children's development and learning. It enables students and educators to understand the complex learning theories, professional practice and selected government policies that focus on children's play and early learning. This user-friendly text also tackles the rapidly changing contexts where children are raised and educated, demonstrating diverse approaches to play-based learning and considering new insights and possibilities. Features: Includes a wide range of real life case examples; teaching examples; and reflections covering the birth to 8 years age range to illustrate theory in practice. Expert author team of early childhood academics. Cross-cultural contexts - examines the power of play in facilitating young children's development and learning in many diverse contexts including Australia, Cambodia, Finland, Tanzania, Singapore and Hong Kong. New to this edition: Revised to take account of recent significant national policy changes in early childhood in Australia (and in other selected countries) which focus on the interpretation and implementation of Early Years Learning Framework (EYLF) and the National Quality Standard - students will see direct links between play and these policy documents. Chapters have been re-organised and re-named to better match course content and to assist students' navigation, and understanding of key topic areas, including: developing early childhood curriculum; assessing children including the use of learning stories; inquiry based learning; ICT and its use with young children; facilitating leadership in young children; working with infants and toddlers; play in the lives of Aboriginal children; consumer culture and its impact on young children's play; learning through science exploration; literacy learning through play; urban spaces and play including play space in the virtual world; the play-work interconnection; curriculum development and play for children in Finland and other countries; guiding children's behaviour. Five new chapters: Chapter 2 - Early Years Learning: Implications for Curriculum; Chapter 3 - Assessing Children's Learning through Play; Chapter 9 - Play and the Inquiring Mind; Chapter 10 - Guiding Children's Behaviour; Chapter 12 - Play, Playing Along and Playing it Up: Understanding the Play of Aboriginal Children. The use of ICT based play is covered more extensively. Updated with the latest research and references. Updated case studies to enable students connect theory to practical teaching situations. Learning Features: Section openers & Chapter objectives: Explain the purpose and the content of each section and give readers a clear outline of what they will learn. Reflection feature: Asks students to pause and reflect on content they have just read. Margin notes: These draw attention to key concepts/ideas, summarise content and highlight links to the EYLF. Case studies: Illustrate theoretical content through real examples depicting children to assist students relate their learning to practice. Chapter summary: Summarises key points of the chapter to guide readers review content covered. Key Concepts: In each chapter, 4-6 key concepts are defined and explained to enable students develop their vocabulary and understanding of ECE concepts. The new key concept icon identifies
where each key concept is discussed in the chapter. Points of discussion and debate:
Enable readers to unpack and discuss theories and their practical application. Annotated key references & Chapter references: Encourage further reading and research.

For Play courses or Early Childhood Curriculum courses in Early Childhood Education departments and Child and Family Studies departments. This book discusses the value of play in diverse early childhood classrooms and how curriculum can support play. Key changes to this edition include the integration of standards and examples of how encouraging certain types of play can meet standards, expanded coverage of cultural diversity and supporting play in children with special needs, and expanded coverage of integrating the content areas. More than any other books on play, this text focuses on how content areas can be taught and standards met through play.

Reviewers Rave About This Book! “I would purchase this book for all of my intervention team and it would serve as a professional text for team meetings and discussions throughout the school year. It has the potential to support what is going on at the upper grade levels in the area of literacy instruction.” - Felicia Hobbs, Gibbs Magnet School, Arkansas
“The uniquely positive features of this text are its relevancy to preschool and kindergarten classrooms across the country and the ease and style in which it is written.” - Patricia H. Kostell, Educational Consultant, South Carolina
Filled with research-based ideas for creating a supportive climate for young children while engaging them in meaningful and useful instruction, this well illustrated and user-friendly book is just what teachers need to build strong foundations in early literacy. Take a Peek into the Book: Presents specific ideas to support English Language Learners. Features a full discussion on learning climates and environments Provides information on creating an atmosphere of trust and support and an organized environment so often missing from other literacy books that focus exclusively on language and literacy. (Chapter 2) Highlights actual teaching strategies and activities that can be implemented in terms of oral language and early reading and writing development. (Chapter 3) Focuses on how to involve families as partners in the literacy development of children. (Chapter 4) Includes useful and authentic assessment strategies paired with easy-to-use and camera-ready tools to evaluate growth and development. (Chapter 5)

In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers and children using different types of play-based learning whilst engaged in environmental education. Such play-types connect with the historical use of play-based learning in early childhood education as a basis for pedagogy. In the book ‘Beyond Quality in ECE and Care’ authors Dahlberg, Moss and Pence implore readers to ask critical questions about commonly held images of how young children come to construct themselves within social institutions. In similar fashion, this little book problematizes the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of environmental education. This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational, interspecies, embodied learning in the third space. As Barad says, such work is based in inter-actions that can account for the tangled spaces of agencies. Through the deceptive simplicity of children’s play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada

Educational Psychology for Learning and Teaching introduces key theories of
development and learning to help you understand how learners learn, and how educators can be more effective in their teaching practice. Featuring current research on the various dimensions of learning and teaching alongside traditional theories, it provides a clear framework of theory and evidence that supports modern education practices. Taking a comprehensive approach, this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality, particularly for accommodating individual student needs. This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. With a greater focus on resilience in education settings, the discussion of creativity alongside intelligence and a broader discussion on diversity, this new edition is up-to-date for the pre-service teacher. New, print versions of this book come with bonus online study tools on the CourseMate Express and Search Me! platforms. Premium online teaching and learning tools are available to purchase on the MindTap platform. Learn more about the online tools at cengage.com.au/learning-solutions.

This book presents social and cultural perspectives on current theories of learning in early childhood education.

This innovative text presents developmentally appropriate early childhood curriculum in a clear easy-to-read style. All chapters of the text stand alone, while complementing each other to form the whole curriculum for children from infancy to eight years. The text includes original songs, poems, dramatic play activities, as well as numerous illustrations, photos, diagrams, references, and teachers' resources. Part 1 presents the elements of the foundation of early education curriculum, including curriculum development, multicultural/anti-bias considerations, lesson and activity plans. Part 2 explores each curriculum area, taking into consideration the individual child, groups of children, the process of setting up appropriate learning environments, and integration of all curricula. Each chapter presents developmentally appropriate activities for each age group and encourages self-esteem and creativity development. Curriculum chapters cover language and literacy, children's literature, puppets, dramatic play and creative dramatics, art, sensory centers, music and movement, math, science, and social studies. Each chapter offers an overview, guidance tips for teachers, guidelines for parental involvement, multicultural/anti-bias activities, chapter afterview, student exploration assignments, extensive references, and additional readings.

This second edition is fully updated with the latest good practice in play. Based on an understanding of 'Neuro-Dramatic-Play', the book shows that play is an essential part of children's healthy development and many children 'at risk' are those who are unable to play. It includes work with children with learning difficulties as well as those with developmental delay. The book includes current thinking on neuroscience and illustrates the importance of mindfulness in our work with children. Topics include: creating the safe space understanding and working with fear understanding and working with anger and rage new stories and worksheets cross cultural understanding of play dressing-up and enactment masks and puppets. The book is written for teachers, parents and therapists, and all those who seek to enhance the lives of children.

This book presents a preschool framework that integrates literacy activities into content area lessons while embedding instruction within adult-child social interactions and realistic, playful activities tailored to each child's individual needs. Chapter 1 of the book delineates the theory and rationale behind the framework, and outlines essential preschool components. Chapter 2 discusses three critical teacher competencies necessary for quality preschool instruction. Chapter 3 outlines a variety of formal and informal assessments and curriculum outcomes as they relate to lesson design and instruction. Chapter 4 addresses children's social and emotional development and includes information on classroom management, self-regulation, risk taking, and
dramatic play. Chapter 5 discusses the critical role of oral language development and phonological awareness in early literacy. Chapter 6 explores the different reading components of shared reading, read-alouds, grouping students based on zone of proximal development (ZPD), independent reading, print concepts, and listening comprehension. Chapter 7 focuses on the vital areas of early writing, including language experience and shared, scaffolded, ZPD, and independent writing. The central theme of Chapter 8 is learning about print, including letter knowledge and sound-symbol correspondence. Chapter 9 describes the content areas of mathematics, social studies, and science, and highlights the importance of free exploration, discovery time, literacy links, and thematic integration. Chapter 10 describes music, movement, and the creative arts as they relate to literacy. Chapter 11 covers gross and fine motor development and health and safety topics. Chapter 12 presents information about transitioning families comfortably from the home to the school culture. The book concludes with recommendations for improving early childhood preservice and inservice teacher education. Six appendices supplement the text with lesson plans, outco.

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