

EcERS E The Four Curricular Subscales Extension To The Early Childhood Environment Rating Scale EcERS Fourth Edition With Planning Notes

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A Guide to Analyzing and Interpreting ECERS-3 Data - Richard M. Clifford 2021

Early childhood is a crucial stage in a child's life, and aspects of the environment in the physical, social-emotional, cognitive, and health and safety domains all play important roles in shaping children's development during these early years. Having a valid and reliable measure of the quality of these aspects of children's care settings is critical. The Early Childhood Environment Rating Scale (ECERS-3) is the leading research-based instrument for examining these influential global factors that directly impact children in early childhood environments. In this new guide, readers will find an in-depth description of both the conceptual model underlying the ECERS-3 and innovative ways of analyzing data for a fuller understanding of what can be done with the scale and why it is integral to the evaluation of early care and education. The authors analyze a large database of classroom observations to help

ECERS-3 users better understand, interpret, and utilize their own findings. Readers will also see how components of their ECERS-3 data relate to one another, within and across subscales, and within the scale as a whole. *A Guide to Analyzing and Interpreting ECERS-3 Data* will assist program directors, agency administrators, preK-K teaching coaches/mentors, school principals, researchers, and others who use the ECERS-3 to more successfully document, interpret, and analyze the quality of essential influential factors in an early learning setting. This resource will help guide program improvement initiatives with insight into what is needed for children's development and learning. **Book Features:** Provides a framework for thinking about how early childhood care and education learning environments fit into the larger picture of influences on children's development. Presents a theory of change that combines understanding how children learn and develop with how early education and care affect long-term outcomes. Analyzes what ECERS-3

data looks like for a large sample of classrooms and by different child and teacher characteristics.

Assessing Quality in the Early Years - Kathy Sylva 2003

The Early Childhood Environmental Rating Scale - Extension (ECERS-E) has been developed by Kathy Sylva, Iram Sraj-Batchford and Brenda Taggart as an instrument to measure quality in literacy, numeracy, science and diversity, as observable in pre-school settings. The scales are in accord with the United Kingdom's Foundation Stage Curriculum. ECERS-E complements the Early Childhood Environmental Rating Scales-Revised (ECERS-R), an internationally recognised measure of quality in education and care. Although originally devised as a research tool, the scales have been used by early years practitioners during self audits to determine quality of provision. This practical handbook will be of interest to all those concerned with providing a quality environment in which young children's learning can flourish.

Starting Strong Engaging Young Children Lessons from Research about Quality in Early Childhood Education and Care - OECD

2018-03-27

The first years of life lay the foundations for a child's future development and learning. Reflecting on the important role of early childhood education and care (ECEC) services in providing all children with the skills they need to be successful in school, many countries have increased their ...

The All-Day Kindergarten and Pre-K Curriculum - Doris Pronin Fromberg

2012-03-22

Provides an activity based and classroom proven curriculum for educators to consider as they plan and interact with pre-k and kindergarten children. Allowing young children the opportunities to become independent, caring, critical thinkers who feel comfortable asking questions and exploring possible solutions.

Philosophy and Pedagogy of Early Childhood - Sandy Farquhar

2018-02-02

In recent years, new discourses have emerged to inform the philosophy and pedagogy of early childhood. This collection brings together

contributions from leading scholars in early childhood education, and each chapter engages with the critical task of reformulating early childhood education and the philosophy of the child with a specific focus on pedagogy. The contributors to Philosophy and Pedagogy of Early Childhood explore pedagogy through a philosophical lens, and discuss themes including intersubjectivity, alterity, ethics, and creative experience. Although these themes are addressed in very different ways, each invokes a call to teachers to consider their own position in the dialogical process of learning, and suggests that pedagogy is necessarily situated, provisional, compositional, and discursive. Such critical and philosophical inquiry is a welcome antidote in an era of pedagogical certainty and standards-based agendas. This book was originally published as a special issue of Educational Philosophy and Theory.

Quantitative Data Analysis in Education - Paul Connolly 2007-08-07

This book provides a refreshing and user-friendly guide to quantitative data analysis in education for students and researchers. It assumes absolutely no prior knowledge of quantitative methods or statistics. Beginning with the very basics, it provides the reader with the knowledge and skills necessary to be able to undertake routine quantitative data analysis to a level expected of published research. Rather than focusing on teaching statistics through mathematical formulae, the book places an emphasis on using SPSS to gain a real feel for the data and an intuitive grasp of the main concepts and techniques involved. Drawing extensively upon up-to-date and relevant examples, the reader will be encouraged to think critically about quantitative research and its potential as well as its limitations in relation to education. Packed with helpful features, this book: provides illustrated step-by-step guides showing how to use SPSS, with plenty of exercises to encourage the reader to practice and consolidate their new skills makes extensive use of real-life educational datasets derived from national surveys in the US and UK to illustrate key points and to bring the material to life has a companion website that contains all of the educational datasets used in the book to download as well as comprehensive answers to exercises and a range of other useful

resources that are regularly updated. The book will therefore appeal not only to undergraduate and postgraduate students but also to more established and seasoned educational researchers and lecturers and professors who have tended to avoid or shy away from quantitative methods.

Doing Early Childhood Research - Mac Naughton, Glenda 2010-07-01

This book demystifies the research process and shows how to select methods which are appropriate for working with young children in early childhood settings or at home.

Handbook of Research on the Education of Young Children - Olivia N. Saracho 2013-01-17

The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world. This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues. The field has changed significantly since the publication of the second edition, and this third edition of the handbook takes care to address the entirety of vital new developments. A valuable tool for all those who work and study in the field of early childhood education, this volume addresses critical, cutting edge research on child development, curriculum, policy, and research and evaluation strategies. With a multitude of new and updated chapters, The Handbook of Research on the Education of Young Children, 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible.

Methodological Issues of Longitudinal Surveys - Hans-Peter Blossfeld 2016-04-01

This book addresses a broad array of pressing challenges of longitudinal surveys and provides innovative solutions to methodological problems based on the example of the NEPS. It covers longitudinal issues such as sampling, weighting, recruiting and fieldwork management, the design of longitudinal surveys and the implementation of constructs, conducting competence tests over the life course, effective methods to improve and to maintain the highest level of data quality, data management tools for

large-scale longitudinal surveys, the dissemination of research data to heterogeneous scientific communities, as well as establishing a long-term public relations and communications unit integrating a study's stakeholder community over time.

The Cambridge Handbook of Environment in Human Development - Linda Mayes 2012-08-27

Families, communities and societies influence children's learning and development in many ways. This is the first handbook devoted to the understanding of the nature of environments in child development. Utilizing Urie Bronfenbrenner's idea of embedded environments, this volume looks at environments from the immediate environment of the family (including fathers, siblings, grandparents and day-care personnel) to the larger environment including schools, neighborhoods, geographic regions, countries and cultures. Understanding these embedded environments and the ways in which they interact is necessary to understand development.

Overview: MELQO - UNESCO 2017-08-14

The Measuring Early Learning Quality and Outcomes (MELQO) initiative began in 2014 as part of the global emphasis on early childhood development (ECD). Led by UNESCO, the World Bank, the Center for Universal Education at the Brookings Institution and UNICEF, the initiative aims to promote feasible, accurate and useful measurement of children's development and learning at the start of primary school, and of the quality of their pre-primary learning environments. Items are designed for children between the ages of 4 and 6 years. Following the premise that many existing tools include similar items, the leading organizations' core team worked with a consortium of experts, non-governmental organizations (NGOs) and multilaterals to build upon current measurement tools to create a common set of items organized into modules for measuring: 1) early childhood development and learning, and 2) the quality of pre-primary learning environments. The MELQO core team and experts also collaborated to outline a process for context-specific adaptation of the measurement modules resulting from lessons learned from field-testing in several countries in 2015 and 2016.

The modules are designed to be implemented at scale, with an emphasis on feasibility for low- and middle-income countries (LMICs). A key question addressed by MELQO was the balance between a global tool suitable for use everywhere, and local priorities and goals for children's development. [Introduction, ed]

Infant/Toddler Environment Rating Scale (ITERS-3) - Thelma Harms
2017-07-07

Building on extensive feedback from the field as well as vigorous new research on how best to support infant and toddler development and learning, the authors have revised and updated the widely used Infant/Toddler Environment Rating Scale. ITERS-3 is the next-generation assessment tool for use in center-based child care programs for infants and toddlers up to 36 months of age. ITERS-3 focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality. Further, the scale assesses both environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including: language, cognitive, social-emotional and physical development, as well as concern for health and safety. ITERS-3 is appropriate for state- and district-wide QRIS and continuous quality improvement, program evaluation by directors and supervisors, teacher self-evaluation, monitoring by agency staff, and teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. While the approach to assessing quality and the scoring process remain the same for the new ITERS-3, users will find the following improvements informed by extensive use of the ITERS in the field and by the most recent research: Enhanced focus on interactions and the role of the teacher. Six new language and literacy items. A new item on beginning math experiences. Expanded age range to include children from birth to 36 months. A new approach to scoring based solely on observation of ongoing classroom activity (3-hour time sample). The elimination of the parents/staff subscale and teacher interviews, freeing up time for observing more actual classroom practice. Improved indicator scaling, providing more precise and useful scores for use in

professional development and self-improvement. Reduced emphasis on the number of materials, along with greater emphasis on how materials are used to encourage learning. Suitable for use in inclusive and culturally diverse programs, ITERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Books Activities Interaction Program Structure

How Can Education Better Support the Mental Health & Wellbeing of Young People? Contributions From Developmental Psychopathology & Educational Effectiveness Research - James Elliot Hall
2019-11-27

How can education better support the mental health & wellbeing of young people? Research in the 1970s that addressed this question has since proven seminal to the development of two co-existing fields of research that continue to offer mutually informative insights: Developmental Psychopathology (DP) and Educational Effectiveness Research (EER). DP and EER share the common agenda of understanding factors that relate to individuals' learning and development: DP focuses on the individual learning and developing in context, EER investigates the educational systems, structures, and processes that shape how individuals learn and develop. Given the complementarity of DP and EER, it is somewhat surprising that they have rarely joined forces and synthesised knowledge to develop a fuller understanding of the roles educational contexts play in the mental health and wellbeing of students. This Research Topic aims to stimulate such collaboration.

Early Childhood Education in Germany - Bianca Bloch
2021-09-10

This book draws on the perspectives of leading German scholars to provide a systematic overview of early childhood education and care (ECEC) in Germany, furthering international understanding of the complexities involved in ECEC topics in Germany. The book provides a unique insight into parts of German ECEC rarely seen outside of the country. Offering in-depth insights into historical developments, theoretical approaches and empirical research, the volume discusses Germany's long tradition in ECEC against the backdrop of Froebel and

other pedagogues and traditions. Chapters consider ECEC in Germany from the perspectives of theory, institutions and professionalization. The book draws on international literature and current debates to highlight the features and peculiarities of ECEC in Germany, contributing to dialogue on research into early childhood education and care. Providing a much-needed, internationally relevant insight into ECEC in Germany, this text will be essential reading for academics, researchers and post-graduate students involved in the field of early childhood education, international education, educational theory, and those researching educational policy and politics more widely.

Coaching with ECERS - Holly Seplocha 2018-11-16

This new book in the ERS® Family presents best practices for coaches to use in their work with teachers and administrators to help them improve classrooms and teaching practices. The author includes guidance and activities for facilitating group meetings, professional learning communities, and staff workshops. Appropriate for use with ECERS-3 and ECERS-R.

Investment in Early Childhood Education in a Globalized World -

Guangyu Tan 2019-11-25

This book is a comparative study of how early childhood educational policies and initiatives in three countries—China, India, and the United States—have been utilized as both direct and indirect strategies for responding to fierce global economic competition. Human capital theory and cultural ecology theory serve as the conceptual framework for discussing how this has played out in each of the three countries. In addition, this book presents a discussion and analysis of how the beliefs, parents' perspectives, and practices with regard to child-rearing and the education of young children have both changed and remained the same in response to forces of globalization.

Preschool Assessment - Marla R. Brassard 2011-06-08

Comprehensive and user friendly, this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3- to 6-year-olds in accordance with current best practices and IDEA 2004 guidelines. The authors are leading clinician-researchers who

take the reader step by step through selecting appropriate measures, integrating data from a variety of sources, and using the results to plan and evaluate effective interventions and learning experiences. Coverage encompasses screening and assessment of cognitive, linguistic, emotional, and behavioral difficulties, including mental retardation and autism. Case studies illustrate key facets of assessing diverse children and families; appendices offer concise reviews of over 100 instruments.

Early Childhood Care & Education - Edward Melhuish 2006-09-27

Throughout the world the number of working mothers with young children has continued to grow. This has important consequences for social policy decisions, particularly in the fields of parental leave, childcare and pre-school services provision. Some countries are far more successful at combining high quality early childhood services with high percentages of mothers in employment, whereas others continue to struggle. This edited volume examines the ways in which different countries across the world are tackling early childhood services and how these services affect young children's experiences and development, for better and worse. Some of the recurring questions of childcare provision are tackled, including: Is pre-school childcare detrimental to children? Does the quality of childcare matter? Why are some countries succeeding in providing quality childcare services, and others are not? How can we best organise parental leave, employment regulations and childcare provision?

Nordic Approaches to Evaluation and Assessment in Early Childhood Education and Care - Urban, Mathias 2022-02-21

Available online: <https://pub.norden.org/temanord2022-512/> Policy makers, educators, and scholars observe with interest how Nordic countries organise services for the education and care of the youngest children. The 'Nordic model' of ECEC has become synonymous with a holistic, children's rights-based approach to pedagogy, grounded in democratic values. But as societies keep changing, what exactly characterises the 'Nordic model' today? Given the diversity between and within countries, are there common principles? We investigated the values and principles that underpin the evaluation of early childhood

education and care in five Nordic countries (Denmark, Finland, Iceland, Norway, Sweden). We found that a 'Nordic' approach to evaluation still exists, although it is changing, not least under the influence of wider international developments. An important aspect of the 'Nordic' approach is the central role given to the local and municipal context.

Teacher Education for Sustainable Development and Global Citizenship - Philip Bamber 2019-06-13

This book examines how educators internationally can better understand the role of education as a public good designed to nurture peace, tolerance, sustainable livelihoods and human fulfilment. Bringing together empirical and theoretical perspectives, this insightful text develops new understandings of education for sustainable development and global citizenship (ESD/GC) and illustrates how these might impact on educational research, policy and practice. The text recognizes the ESD/GC as pivotal to the universal ambitions of UNESCO's Sustainable Development Goals, and focuses on the role of teachers and teacher educators in delivering the appropriate educational response to promote equity and sustainability. Chapters explore factors including curriculum design, values and assessment in teacher education, and consider how each and every learner can be guaranteed an understanding of their role in promoting a just and sustainable global society. This book will be of great interest to academics, researchers, school leaders, practitioners, policy makers and students in the fields of education, teacher education and sustainability.

Early Childhood Environment Rating Scale (ECERS-3) - Thelma Harms 2014-11-01

The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale®, ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive Social-emotional Physical Health and safety ECERS-3 also includes additional Items assessing developmentally appropriate literacy and math activities.

Designed for preschool, kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using ECERS-R. Emphasizes the role of the teacher in creating an environment conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a complete training program with ongoing support available at the Environment Rating Scales Institute (ERSI) website (www.ersi.info). ECERS-3 is appropriate for state and district-wide QRIS and continuous improvement; program evaluation by directors and supervisors; teacher self-evaluation; monitoring by agency staff; and teacher education. The established reliability and long term evidence of validity of the ERS family of instruments make this new version of ECERS particularly useful for RTTT-ELC accountability and research. Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Literacy Learning Activities Interaction Program Structure

Early Childhood Matters - Kathy Sylva 2010-01-04

Documents the development of the importance of early years education from the late 90s into this millennium. This book provides a contribution to the importance of pre-school.

Measuring Noncognitive Skills in School Settings - Stephanie M. Jones 2022-01-04

Children's social-emotional and self-regulation skills are critical for success in school and, ultimately, in the workplace. How can educators determine the most effective approaches for measuring students' interpersonal competencies? And how can they use the data to improve their own practice? Relevant for school leaders, educators, researchers, and other stakeholders, this book brings together leading experts from multiple disciplines to discuss the current state of measurement and assessment of a broad range of noncognitive skills and present an array of innovative tools. Chapters describe measures targeting the individual student, classroom, whole school, and community; highlight implications

for instructional decision making; examine key issues in methodology, practice, and policy; and share examples of systematic school- and districtwide implementation.

New Developments in Education Research - Cliff Roberts 2007

This series spans the globe presenting leading research in economics. It is perhaps a sign of the times that economic weapons such as sanctions seem to be as powerful as or more so than tanks. International applications and examples of economic progress are invaluable in a troubled world with economic booms bursting like so many penny balloons. Globalisation, outstanding and jobless recoveries present economic issues of concern to millions.

Africa's Future, Africa's Challenge - Marito H. Garcia 2008-01-18

Early childhood, from birth through school entry, was largely invisible worldwide as a policy concern for much of the twentieth century. Children, in the eyes of most countries, were 'appendages' of their parents or simply embedded in the larger family structure. The child did not emerge as a separate social entity until school age (typically six or seven). 'Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa' focuses on the 130 million children south of the Sahel in this 0-6 age group. This book, the first of its kind, presents a balanced collection of articles written by African and non-African authors ranging from field practitioners to academicians and from members of government organizations to those of nongovernmental and local organizations. 'Africa's Future, Africa's Challenge' compiles the latest data and viewpoints on the state of Sub-Saharan Africa's children. Topics covered include the rationale for investing in young children, policy trends in early childhood development (ECD), historical perspectives of ECD in Sub-Saharan Africa including indigenous approaches, new threats from HIV/AIDS, and the importance of fathers in children's lives. The book also addresses policy development and ECD implementation issues; presents the ECD programming experience in several countries, highlighting best practices and challenges; and evaluates the impact of ECD programs in a number of countries.

EBOOK: Practice Leadership in the Early Years: Becoming, Being and

Developing as a Leader - Mark Hadfield 2015-05-16

This book focuses on the leadership of practice and, in particular, how to bring about changes which improve practice. It draws on research into a group of early years leaders which followed them for almost three years as they attempted to improve provision in their settings as 'change agents' and 'leaders of practice'. Through exploring their successes and failures, the book builds a picture of what it takes to lead improvements in practice. This book develops four principles of practice that many leaders adopt as they innovate. These principles provide basic guidance about how to bring about improvements in practice and are derived from the real-life attempts of both inexperienced and established leaders to improve the quality of provision. With its strong research methodology and skilled analysis, this book provides an excellent insight into the challenges of leadership for quality provision in early years settings. If you are working as a leader in the early years sector, or aspire to a leadership role in the early years, this book is inspiring and essential reading. Mark Hadfield is Professor in the School of Social Sciences, University of Cardiff, UK. Michael Jopling is Professor in Education at Northumbria University, UK. Martin Needham is Principal Lecturer at Manchester Metropolitan University, UK. This book provides unique insights into Early Years 'practice leadership' and uses research to inform quality improvement. The authors set the scene with a review of policy and its effects on practice leadership, before combining key aspects emerging from their own research and wider theory with practical guidance on how to assess and improve practice leadership and quality Early Years provision. There is a strong focus on the relationships which support and develop inclusion and shared responsibility for creating a culture of change and improvement and include the perspectives of children and parents as equal partners. This book will be of value to all involved in Early Years practice and leadership as well as students at all levels and researchers. Michael Gasper, Early Years Consultant The introduction of a graduate leader has been one of the most significant developments in early years in recent times. This book therefore provides essential reading for all 'leaders' in the early years

especially those with Early Years Professional Status or currently undertaking Early Years Teacher Status (0-5). Drawing upon the longitudinal national evaluation of Early Years Professional Status, it provides clear evidence to support those in leadership roles to reflect upon and develop their practice. Most importantly it recognises that there is not one type of leader and that innovation occurs when the graduate leader is able to apply their professional training and experience to a specific setting. Dr Eunice Lumsden, Head of Early Years, The University of Northampton

Language, Learning, and Culture in Early Childhood - Ann Anderson
2015-12-07

Complex factors affect young children and their families in today's increasingly diverse world characterized by globalization, the transnational movement of people, and neo-liberal government policies in western and industrialized countries. This book focuses on three of these factors—culture, language and learning—and how they affect children's development and learning in the context of their communities, families and schools. Taking an ecological perspective, it challenges normative and hegemonic views of young children's language, literacy and numeracy development and offers examples of demonstrated educational practices that acknowledge and build on the knowledge that children develop and learn in culturally specific ways in their homes and communities. The authors highlight issues and perspectives that are particular to Indigenous people who have been subjected to centuries of assimilationist and colonialist policies and practices, and the importance of first or home language maintenance and its cognitive, cultural, economic, psychological and social benefits. Links are provided to a package of audio-video resources

(<http://blogs.ubc.ca/intersectionworkshop/>) including key note speeches and interviews with leading international scholars, and a collection of vignettes from the workshop from which this volume was produced .

Early Childhood Assessment - National Research Council 2008-12-21

The assessment of young children's development and learning has recently taken on new importance. Private and government organizations

are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

ECERS-E with Planning Notes - Kathy Sylva 2010-11-22

ECERS-E is designed to be used with the Early Childhood Rating Scale-Revised (ECERS-R), an internationally recognized measure of quality in education and care written by Thelma Harms, Richard M. Clifford, and Debby Cryer. It not only complements the ECERS-R but extends the scales to provide additional insights into important aspects of literacy, mathematics, science and environment, as well as practices related to issues of diversity. Given the current focus on emerging literacy and numeracy skills, the ECERS-E provides unique guidance on the kinds of environments that enhance learning in preschool settings. The curriculum domains within the scales bear important relationships to children's (age 3-5) cognitive and social/behavioral developmental outcomes. Using the ECERS-E alongside the ECERS-R gives users a more complete picture of what a high-quality early childhood education program can look like. It can be used by program directors, teaching staff, agency staff, and in teacher training programs. Convenient organization: Literacy Items: Print in the environment Book and literacy areas Adults reading with children Sounds in words Emergent

writing/mark making Talking and listening Mathematics Items: Counting and application of counting Reading and representing simple numbers Activities: Shape Activities: Sorting, matching and comparing Science and Environment Items: Natural materials Areas featuring science/science materials Activities: Non living Activities: Living processes Activities: Food preparation Diversity Items: Planning for individual learning needs Gender equality and awareness Race equality and awareness

The Quality Agenda in Early Childhood Education - Elise Hunkin
2019-11-26

This book investigates notions of 'quality' in early childhood settings both in Australia and globally. After experiencing quality reform as an educator, the author turned to research as a means by which to better understand early childhood quality reform and agenda over time. This book questions how early childhood reform policy and agenda have constructed quality - what it is presumed to be and do - over time and the implications of these 'truths'. Taking a Foucauldian governmentality view of the history of Australian early childhood services, the impetus for the quality reform era, the quality reform policy assemblages and the contemporary post-reform era, this book rigorously examines prevailing policy assumptions, ambitions and deployments of quality, and warns of an emerging ambition for 'only quality' settings in early childhood. This book will appeal to early childhood students and educators, education policy sociologists and all who are interested in reclaiming early childhood education and care.

Encouraging Physical Development Through Movement-Play - Carol Archer
2015-05-28

Movement-play, put simply, is encouraging physical activity in a child-led manner for the benefit of children's health, learning and wellbeing. This book looks at the theory behind the importance of movement and: how movement play links with all the areas of early childhood development physical activity guidelines for young children practical advice and photos to support implementation in settings how to assess your own setting how to best work with parents on this topic comprehensive

guidance on writing a physical development policy The early years is one of the critical periods in the establishment of physical behaviours and physical development is also one of the prime areas of the EYFS as well as other, global, curricula. A must-read for students on Early Childhood and Early Years courses and Early Years practitioners to improve their practice and understanding of psychical development for the benefit of young children.

Making a Difference in Education - Robert Cassen 2015-04-24

What is working in education in the UK - and what isn't? This book offers a highly readable guide to what the latest research says about improving young people's outcomes in pre-school, primary and secondary education. Never has this issue been more topical as the UK attempts to compete in the global economy against countries with increasingly educated and skilled work-forces. The book discusses whether education policy has really been guided by the evidence, and explores why the failings of Britain's educational system have been so resistant to change, as well as the success stories that have emerged. Making a Difference in Education looks at schooling from early years to age 16 and entry into Further Education, with a special focus on literacy, numeracy and IT. Reviewing a large body of research, and paying particular attention to findings which are strong enough to guide policy, the authors examine teacher performance, school quality and accountability, and the problematically large social gap that still exists in state school education today. Each chapter concludes with a summary of key findings and key policy requirements. As a comprehensive research review, Making a Difference in Education should be essential reading for faculty and students in education and social policy, and of great interest to teachers and indeed to anyone who wants to know about the effectiveness of UK education policy and practice, and where they should be going.

[Social Class and Educational Inequality](#) - Iram Siraj 2014-06-05

This book examines the impact that parents and schools have on disadvantaged children who perform against the odds.

Achieving Early Years Professional Status - Denise Reardon
2012-12-31

Additional resources available online! Encompassing the Teaching Agency 2012 new-era EYPS standards, this new edition provides up-to-date advice and guidance grounded in current reading, research and government policy for all those training to achieve Early Years Professional Status (EYPS). The new edition features: - the Teaching Agency (2012) EYPS national standards - the new-era EYPS assessment process - explicit information on the new-era EYPS national requirements - ideas and examples of early years leadership and practice - more on how to manage change. The book offers support to those on all four pathways to achieve EYPS: - Undergraduate Entry Pathway (UEP) - Undergraduate Practitioner Pathway (UPP) - Graduate Entry Pathway (GEP) - Graduate Practitioner Pathway (GPP). Each chapter includes case studies, photographs illustrating practice, reflective practice tasks and suggested further reading and useful Websites. Journal articles linked to each chapter are available to read online via the SAGE website at www.sagepub.co.uk/Reardon2e Denise Reardon is Early Years Professional Status (EYPS) Programme Director at Canterbury Christ Church University. 'Denise's second edition of Achieving Early Years Professional Status is every bit as readable and useful as its forerunner. Updated to reflect both the 2012 EYPS Standards and current government policy, including on safeguarding, this book offers us a menu of engaging explanatory accounts and insights that both support and challenge aspiring and existing Early Years Professionals, so that they can better reflect on their own and others' practice and take positive actions to improve the life chances of our youngest children.' - Maureen Lee, Programme Leader for EYPS and Director of Early Years, Best Practice Network

Contemporary Issues in the Early Years - Gillian Pugh 2009-11-25
Written and edited by leading practitioners and researchers in early childhood, this new edition of Pugh and Duffy's highly regarded book provides a critical examination of key issues in the field. The fifth edition is extensively revised to emphasise the role of multi-agency working in responding effectively to the needs of children and families. Written with the new Early Years Foundation Stage and the Early Years Professional

Status requirements in mind, the new edition of this best-selling book includes fully updated coverage of policy and research, practice, and workforce issues, as well as four brand new chapters on: - Children's Centres - Health services in the early years - Leading and working in multiagency teams - Quality in early childhood education This book is essential reading for students on early childhood studies courses, PGCEs and early years foundation degrees, and multi-agency team-workers in early childhood services provision. Dr Gillian Pugh is Visitor Professor at the Institute Education and former chief executive of Coram Family. Bernadette Duffy is Head of Centre at Thomas Coram Centre for Children and families in Camden.

Contemporary Issues in Early Childhood Education in Germany - Wilfried Smidt 2018-07-26

The importance of early childhood education has been emphasized by a large body of research that has demonstrated that children's cognitive and socio-emotional development is significantly influenced by the quality of the education and care received from their families and in preschool. Consequently, it is important to investigate factors that pertain to the provision of a high-quality education and high-quality care for young children. This book addresses several important issues that are currently under discussion with respect to this topic. In particular, the book focuses on three topics presently under debate: the professionalization of pedagogues working in the field of early childhood education; the quality of education and care provided by families and preschools; and the promotion of children from socio-economically disadvantaged families. Providing an excellent overview of current research in Germany, this book will be useful to readers who are interested in international perspectives on early childhood education and who want to gain insight into relevant topics discussed in other countries. This book was originally published as a special issue of *Early Child Development and Care*.

EBOOK: Promoting Children's Learning from Birth to Five - Angela Anning 2006-03-16

Reviews of the first edition "At a time of constant and rapid change in

education, this book will inform and reassure early childhood professionals." Practical Pre-School "Besides advice on the most helpful ways to develop learning in areas such as maths and literacy, there are suggestions and comments about further reading at the end of each chapter, and examples of the thoughts and responses of real children are never far from the page." TES "Innovative, resourceful and thoroughly researched... a challenge to existing and emerging early childhood professionals." Contemporary Issues in Early Childhood Promoting Children's Learning from Birth to Five supports early years professionals as they develop new practices to promote young children's learning. This second edition fully reflects the enormous changes in early childhood education and care since the publication of the first edition. Retaining its successful focus on literacy and mathematical development as key exemplars of promoting young children's learning, the book considers new ways of working with parents, promoting inter-professional collaboration, and achieving sustainable, systematic change in children's services. The second edition: Draws on current research in early literacy and mathematical thinking Focuses on multiprofessional practice, showing how practitioners who work from evidence across professional boundaries are able to give strong, interactive and sensitive support to young children and their parents Takes into account policies and practices such as Every Child Matters, the Primary Strategy and Children's Centres Includes updated material on aspects of leadership, and on the role of the Senior Practitioner in developing innovative services for children and their families Explores the importance of personal, social and emotional development in the curriculum for under-fives Working from the basis that children learn most readily in contexts where parents and professionals are keen to learn, the authors help early childhood professionals to meet the challenges of reshaping children's services. This is key reading for all early childhood professionals and students.

EBOOK: Quality in Early Childhood Services - An International Perspective - Helen Penn 2011-01-16

This book examines how quality and good practice in early childhood

education and care (ECEC) is interpreted and implemented in a variety of settings and circumstances. Drawing on her experience of research and policy making in a wide variety of countries, the author considers the variety of rationales that inform services for early childhood education and care. Services are organized, financed and delivered in many different ways across the world. The policies that have been adopted by governments, and the resources which are made available for implementing them, have shaped practice. On the one hand there are complex ideas about what children should be learning and how they should be learning. These ideas about curriculum and the training of teachers and carers may differ radically between countries. On the other hand policies have been prompted by the need to reconcile family and work obligations and to provide childcare to support working mothers, irrespective of educational concerns. The notions of economic competition and parental choice have led to the growth of private for-profit childcare services which promote a particular view of quality and achievement. Above all, growing inequality within countries, and between rich and poor countries, have undermined attempts to provide good quality services. In an unfair world, the impact of any services is likely to be distorted. The book charts the many different approaches to understanding and measuring quality and gives an exceptionally well-informed overview.

The Routledge International Handbook of Young Children's Rights
- Jane Murray 2019-11-12

Written to commemorate 30 years since the United Nations Convention on the Rights of the Child (UNCRC), The Routledge International Handbook of Young Children's Rights reflects upon the status of children aged 0-8 years around the world, whether they are respected or neglected, and how we may move forward. With contributions from international experts and emerging authorities on children's rights, Murray, Blue Swadener and Smith have produced this highly significant textbook on young children's rights globally. Containing sections on policy, along with rights to protection, provision and participation for young children, this book combines discussions of children's rights and

early childhood development, and investigates the crucial yet frequently overlooked link between the two. The authors examine how policy, practice and research could be utilised to address the barriers to universal respect for children, to create a safer and more enriching world for them to live and flourish in. The Routledge International Handbook of Young Children's Rights is an essential resource for students and academics in early childhood education, social work and paediatrics, as well as for researchers, policymakers, leaders and practitioners involved in the provision of children's services and paediatric healthcare, and international organisations with an interest in or ability to influence national or global policies on children's rights.

The Datafication of Primary and Early Years Education - Alice Bradbury
2017-10-02

The Datafication of Primary and Early Years Education explores and critically analyses the growing dominance of data in schools and early childhood education settings. Recognising the shift in practice and priorities towards the production and analysis of attainment data that are compared locally, nationally and internationally, this important book explores the role and impact of digital data in the 'data-obsessed' school. Through insightful case studies the book critiques policy priorities which

facilitate and demand the use of attainment data, within a neoliberal education system which is already heavily focused on assessment and accountability. Using an approach influenced by policy sociology and post-foundational frameworks, the book considers how data are productive of data-driven teacher and child subjectivities. The text explores how data have become an important part of making teachers' work visible within systems which are both disciplinary and controlling, while often reducing the complexity of children's learning to single numbers. Key ideas covered include: The impact of data on the individual teacher and their pedagogical practice, particularly in play-based early years classrooms The problems of collecting data through assessment of young children How schools respond to increased pressure to produce the 'right' data - or how they 'play with numbers' How data affect children and teachers' identities International governance and data comparison, including international comparison of young children's attainment Private sector involvement in data processing and analysis The Datafication of Primary and Early Years Education offers a unique insight into the links between data, policy and practice and is a crucial read for all interested in the ways in which data are affecting teachers, practitioners and children.