

Welcome To Our Early Learning Center Kindercare Academy

The child-centred principles of early years education - which emphasize play and holistic learning - are being challenged by the implementation of a subject-based National Curriculum. The contributors to this book explore this challenge and offer some ways of meeting it practically and productively. Issues covered include: pedagogical issues, such as the cross-curricular, topic-based teaching; teacher's attitudes to subject knowledge; assessment issues, including baseline assessment at the age of five; and parental attitudes to the National Curriculum and its content at Key Stage 1.

This book covers areas related to the training and development of the early years practitioner, such as social and emotional development and leadership. It includes practical case studies and relates coverage to relevant policy issues and documents.

"Containing the public messages, speeches, and statements of the President", 1956-1992.

I believe that [this book] could be of value to practitioners working with birth-five year olds, heads or managers of nurseries, health professionals or students who wish to gain an overview of this subject....I enjoyed reading this book and it literally gave me much food for thought' - Early Years 'This book is a welcome addition and the contributors should be congratulated on the scope and depth they manage to achieve...this book is an interesting read, dealing with a topical, yet complex issue' - Journal of Early Childhood Research 'Food plays a huge part in our lives, and this book looks holistically at its influence, including our emotional as well as physical wellbeing. It provides useful facts on diet and healthy eating guidelines for children under five, school age children, adults and pregnant mothers...There is advice on promoting positive attitudes towards food in an early years setting, along with practical advice and case studies to help practitioners promote healthy eating in their settings' - Early Years Update 'This highly readable, thoroughly researched book explores food and eating in an historical, cultural and psychological context and, as public concern about children's nutrition rises, its publication is timely. Food and Health in Early Childhood is a comprehensive, clearly written text enriched with case studies and pertinent reflective activities to consolidate learning' - Angela Underdown, Associate Professor, Early Childhood Studies, University of Warwick The media interest surrounding children, food and nutrition continues to influence policy and practice in early years settings, and food and eating is of fundamental importance to early childhood practice. Not only does food contribute to health, in terms of nutrition it's also a vital part of a child's emotional and socio-cultural experience that is linked to their growing sense of well-being and identity. This book gives you a comprehensive overview of food and eating in the early years, covering the following: - nutrition - policy development - health inequalities - food, culture and identity - food and emotion - healthy eating guidelines - promoting healthy eating in the early years - multi-disciplinary working in relation to young children's nutrition Each chapter includes case studies, links to useful websites, activities and suggestions for further reading. An interactive approach from the reader is encouraged throughout the book. Aimed at all early years practitioners, it will be of particular interest to those studying for Early Childhood Studies' degrees and those studying for EYPS. Other professionals and students with an interest in this area (teachers, health visitors, dieticians) will also find it useful.

Anti-bias Education for Young Children and Ourselves

English as an Additional Language in the Early Years

Supporting Social and Behavioural Learning

Public Papers of the Presidents of the United States George W. Bush 2002

Ebook: Talk for Writing in the Early Years: How to Teach Story and Rhyme Involving Families 2-5 (Revised Edition)

Curriculum Coherence and Continuity

Monitoring and Evaluation in the Early Years

Pie Corbett's ground-breaking Talk for Writing approach has been successfully used by thousands of schools to teach writing creatively in an engaging way that motivates children. Now Pie and Julia take this multi-sensory approach to Early Years settings introducing a simple way to inspire young children's language development through storytelling. Children learn language through memorable, meaningful repetition. The Talk for Writing approach enables children to internalise the language of story so that they can imitate it, innovate on it and create their own effective stories independently. Talk for Writing in the Early Years will show you how to put rhyme and story at the heart of your work with children and parents so that young learners language development and creativity flourishes. This multimedia resource shows you how to: • Select a story or rhyme the children will enjoy and tell it engagingly, encouraging the children to join in •Use a story map so they can picture what happens •Use actions to reinforce meaning and emphasise key language patterns •Help children build a bank of tales, developing their linguistic repertoire The 2 OLCs contain: 1 Footage of Pie Corbett conferences with EY teachers showing Talk for Writing in action 2 Clips of nursery children engaged in the Talk for Writing approach 3 Advice on how to use the OLC and handouts to train all staff in the approach 4 Interviews with parents and nursery school teachers on the impact of Talk for Writing 5 21 stories with story maps

Join the call for a better world with this New York Times bestselling picture book about a school where diversity and inclusion are celebrated. The perfect back-to-school read for every kid, family and classroom! In our classroom safe and sound. Fears are lost and hope is found. Discover a school where all young children have a place, have a space, and are loved and appreciated. Readers will follow a group of children through a day in their school, where everyone is welcomed with open arms. A school where students from all backgrounds learn from and celebrate each other's traditions. A school that shows the world as we will make it to be. "An important book that celebrates diversity and inclusion in a beautiful, age-appropriate way." – Trudy Ludwig, author of The Invisible Boy

Make your everyday interactions with children intentional and purposeful with these steps: Be Present, Connect, and Extend Learning.

Based on research that demonstrates the powerful advantages of integrating the curriculum while providing inquiry opportunities, The Early Childhood Curriculum shows how to make such an approach work for all children, preschool through the primary grades. The text demonstrates how to confidently teach using inquiry-based methods that address the whole child, while also meeting and exceeding academic standards. Offering a foundation in early childhood theory, philosophy, research, and development, the 2nd edition of this unique textbook helps future teachers, as well as current educators, understand the "why" of curriculum in early childhood and invests them with the skills they need to move from simply following a script to knowledgeably creating curricula on their own. Since each curricular subject has its own integrity, there is a chapter for each discipline, grounding the reader in the essentials of the subject in order to foster knowledgeable and effective integration. The 2nd edition of The Early Childhood Curriculum includes information on the most recent trends in national curriculum standards, particularly in regard to the Common Core State Standards Initiative and the Next Generation Science Standards. Coupled with this information are practical suggestions for meeting standards while still providing young learners with a truly child-centered educational experience. Chapters contain real-life vignettes that demonstrate inquiry and integration in practice. The entire text reflects the philosophy that the use of inquiry to seek and obtain information is one of the most valuable and powerful tools children can acquire along the way to becoming lifelong learners.

Extending the limits of our world

Powerful Interactions

English Language British Full Colour

Challenging the school readiness agenda

Teaching and Learning in the Early Years

Supporting Physical Development and Physical Education in the Early Years

Developing Reflective Practice In The Early Years

Explores the concept of leadership, particularly with regards to leading Early Years centres.

Speech and Language in the Early Years is an accessible resource, packed full of practical ideas and techniques to support speech and language development in young children. Learning to communicate is a dynamic process. A child needs a reason to communicate, the motivation to communicate, and, significantly, a responsive communication partner. This book will help you to develop language-rich interactions to facilitate language development in your everyday work and will encourage reflective practice in your setting. Key features include: Activities and strategies designed for busy educators to dip in and out of as part of everyday practice, promoting speech and language development as well as supporting those with speech, language, and communication needs Templates and techniques for reflective practice, supporting the creation of language-rich environments and encouraging mindful communication Chapters spanning from birth to the transition to school, each exploring different areas of the learning environment Offering readers the opportunity to extend their skills and confidence in their practice, this book is an essential resource for early years practitioners looking to facilitate quality interactions with the children in their care.

This book explores ways of developing continuity in children's learning from 3-7. It describes three case studies in which tutors on ITT courses work with early years practitioners in a variety of schools, each linked to a pre-school setting.

Emotional literacy has been placed at the heart of good practice and this book provides clear guidance and lots of practical strategies for how to implement this ethos in your setting.

The Early Childhood Curriculum

Developing literacy and creativity

Key Persons in the Early Years

Planning an Appropriate Curriculum in the Early Years

Hand in Hand, Step by Step

How Children Learn

The Federation Bulletin

`It is an easy read, and a really useful resource for all levels of early years staff, focusing on key areas such as social, language and self-esteem skills in young children. It is particularly useful, too, for anyone working in early years education who has no care experience' - Sure Start `there is much to draw on, especially references to the language that practitioners use, the importance of being reflective and conflict being seen as an opportunity for learning. This book... can be a useful reference for practitioners and Level 2/3 tutors to dip into' - Under 5 `This book will be invaluable for anyone wishing to improve or update their understanding of children's social and behavioural learning - whether experienced or newly qualified practitioners' - Early Education `This book would be a valuable training aid for those who deliver social and behavioural training in the early years' - Nursery World Do you need to help the young children in your care improve their social, emotional and behavioural skills? This user-friendly book will offer you suggested strategies and sensible advice, based on what is realistic and achievable in practice. The book offers guidance on the following: } social skills } language skills } self-esteem } offering both education and care within the OfSTED Framework } implementing relevant government legislation (Birth to Three Matters, the Foundation Stage Curriculum, the revised SEN Code of Practice, the Disability Discrimination Act) } delivering training - trainers' notes and photocopiable resources are included. Class teachers, nursery managers, playgroup workers, SENCOs, EYDCPs, early years students and every professional working with young children aged from 0 to five years in an education and care context will find this book useful.

There are many transitions that children experience before they are five, including the first major transition from home to an early years setting. Successive changes can have a serious impact on young children and stress, separation and insecure attachments can affect not only a child's emotional health but also cognitive and intellectual development. Featuring new material on provision for two year olds, school readiness, and families and transitions, this thought-provoking text explains why transitions matter and provides practical guidance on how to support young children's developing emotional resilience and equip them to embrace change in the future. Aimed at practitioners and students, this fully-updated second edition: draws together evidence from neuroscience, attachment theory, child development and childcare practices; provides a context for practitioners to empathise with children and families as they relate to their own understanding of the impact of change and transition; looks at ways to reduce the number of transitions including the key person approach, and; offers guidance and practical strategies for practitioners, managers and head teachers for supporting children through transitions. Including case studies, examples of good practice and questions for reflection, Understanding Transitions in the Early Years emphasises the little things that practitioners can do for the individual children in their care, helping them to feel secure and confident when dealing with change.

Do you need good leaders to achieve good quality or does good quality create good leadership? Quality is a term frequently used to describe early years provision without any further explanation of exactly what this 'quality provision' looks like or how it can be achieved. This book not only unpicks what is meant by the term 'quality' in England, across the UK, and beyond, but it does so in the context of how to lead in order to develop and achieve quality. In exploring quality and leadership and the ways in which both terms have been conceptualised from a range of different perspectives you will be able to find a meaning that is right for you and your practice. With chapters covering: · The global interest in quality · The broad nature of early childhood leadership · Reflective evaluation and practice This book will be of interest to setting and room leaders across the early years as well as students studying early childhood or in early years teacher training.

The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival-demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explainin appropriate practice.

Making a Difference

Creative Curriculum

Building Relationships for Quality Provision in Early Years Settings and Primary Schools

Experiences in Movement and Music

Multilingualism in the Early Years

Creating Language-Rich Learning Environments

Food and Health in Early Childhood

Digital devices, such as smart phones and tablet computers, are becoming commonplace in young children's lives for play, entertainment, learning and communication. Recently, there has been a great deal of focus on the educational potential of these devices in both formal and informal educational settings. There is now an abundance of educational 'apps' available to children, parents, and teachers, which claim to enhance children's early literacy and numeracy development, but to date, there has been very little formal investigation of the educational potential of these devices. This book discusses the impact on children's learning when iPads were introduced in three very different early years settings in Brisbane, Australia. It outlines how researchers worked with pre-school teachers and parents to explore how iPads can assist with letter and word recognition, the development of oral literacy and digital literacies and talk around play. Chapters consider the possibilities for using iPads for creativity and arts education through photography, storytelling, drawing, music creation and audio recording, and critically examine the literacies enabled by educational software available on iPads, and the relationship between digital play and literacy development. iPads in the Early Years provides exciting insights into children's digital culture and learning in the age of the iPad. It will be key reading for researchers, research students and teacher educators focusing on the early years, as well as those with an interest in the role of ICTS, and particularly tablet computers, in education.

First published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

Anti-Bias Education in the Early Childhood Classroom provides a useful, clearly outlined guide for implementing anti-bias and anti-oppression practices in early childhood education settings. Throughout the book, you'll find: Stories from the field Strategies for keeping teaching practices in touch with growing social justice movements Tasks and questions to spark your professional growth in this important area Katie Kissinger uses her personal experience as a longtime educator to highlight both the challenges and the potential for transformative learning in the anti-bias classroom, and gives other teachers the tools they need to create classrooms that welcome all students and families.

Outdoor play is a significant and essential aspect of a young child's development and enjoys a renewed emphasis in early years practice, in keeping with the core principles embedded within the early years tradition. However, this emphasis may sit uneasily alongside a requirement to focus on the development of literacy and numeracy skills and supporting outdoor play can raise a number of thorny issues such as freedom, safety and risk. This book challenges the reader to consider: Why outdoor play is seen to be of significance within early childhood Whether this view is justified (what are the benefits of outdoor play?) The implications for practitioners who may be facing conflicting pressures in their work with young children In particular, the writers skilfully blend theory, research and practical guidance to address three important issues: What constitutes 'good' outdoor provision for young children and babies? How do we respect and respond to the young child in outdoor provision? How do we support risky play within the bounds of a statutory curriculum or regulatory regime? Incorporating chapters from internationally renowned authors working in this field, this book is recommended both for practitioners involved in early years education and care and for students at foundation, degree and post-graduate levels. "This is a thought provoking book that draws on research to encourage the reader to reflect on the essence of outdoor play in early childhood. Recognising that within our society assumptions are made about outdoors and about childhood, this book challenges the reader to reflect on outdoor provision from a number of perspectives. The outdoor environment matters to young children. This book not only makes the case for outdoor play, it considers what that actually looks like in the UK and internationally, and asks us to reflect on the implications for our own working practices. Maynard and Waters set out to provoke critical reflection and inspire practitioners; they have certainly achieved their aim and this book is a welcome addition to the debate about outdoors in the early years." Gail Ryder Richardson, Early Years Consultant and Trainer, Outdoor Matters! Contributors: Valerie Huggins, Sara Knight, Helen Little, Trisha Maynard, Ellen Beate Hansen Sandseter, Alison Stephenson, Helen Tovey, Sue Waite, Jane Waters, Jan White, Karen Wickett, Helen Woolley and Shirley Wyver.

Assessing the effectiveness of what we do

Emotional Literacy in the Early Years

Linking theory to practice

Speech and Language in the Early Years

All Are Welcome

Challenge and Change for the Early Years Workforce

The Science of Early Childhood Development

The early years sector is going through a period of unprecedented change. This has resulted in significant challenges for the early years workforce and it is crucial that settings, teams, leaders and individual practitioners respond to these if they wish to continue to provide the best care and education for young children. This timely text identifies and addresses the key challenges for those working with young children from managing personal and professional change, adapting to new legislation and considering new ways of thinking about children's early learning. It considers the core knowledge and understanding of good practice that enables practitioners to respond appropriately and with confidence to issues they face on daily basis. Covering a wide range of diverse topics including professional identity, neuroscience, outdoor education, literacy, special educational needs, the family and the 'risk' factor, the book encourages the reader to reflect upon their own views and attitudes towards change practice and includes: Chapter overviews and summary boxes Case studies to highlight good practice Questions to promote debate Annotated further reading Aimed specifically at those that are studying and working with children from birth to 8, this book will be a core text for Foundation Degrees in early years, early childhood studies and those working towards Early Years Teacher Status. Key Persons in the Early Years aims to explain what a Key Person is, the theory behind the approach and the practicalities of implementation. Practical in its approach and containing case studies as examples of reflective practice, this second edition details the role of the Key Person across all ages in the early years. This new edition has been fully updated in line with the EYFS and features a new chapter on the Key Person approach with 3-5 year olds. The book offers guidance on: making the Key Person approach work in your setting with realistic strategies; the benefits of this approach for children's well being, for their learning and to ensure equal chances for all children; potential challenges and problems and how to overcome them drawing on accounts from practitioners of their journey in implementing this approach. This book will be an essential text for practitioners and students who wish to fully understand the Key Person role and how it can benefit children, parents and their setting.

Multilingualism in the Early Years is a highly accessible text that examines the political, theoretical, ideological and practical issues involved in the education of children speaking two or more languages. Drawing on current research and thinking about the advantages and disadvantages of being multilingual, Smidt uses powerful case studies to reveal how language or languages are acquired. She explores language in terms of who shares it, its relationship to class, culture, power, identity and thinking, and its fascinating role as it moves from the personal to the public and political. More specifically the book studies: what it means to be bilingual through an analysis of the language histories submitted by a range of people; how language/s define people; a brief history of minority education in the UK; how practitioners and teachers can best support all young children as learners whilst they continue to use their first languages and remain part of and partners in their communities and cultures; being bilingual: an advantage or a disadvantage? the impact of multilingualism on children's educational and life chances. Multilingualism in the Early Years is a really useful text for practitioners working with multilingual children, as well as any student undertaking courses in early childhood education.

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, From Neurons to Neighborhoods presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows.

Social Skills in the Early Years

A Holistic Approach

Leadership Skills in the Early Years

From Neurons to Neighborhoods

How to Connect With Children to Extend Their Learning

Research, Theory and Practice

Working with children from birth to 8

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to understand and knowlege, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as a source of knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic concepts and methods of the funds of knowledge approach; it follows the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. The book's educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their distinctive characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

Experiences in Movement and MusicCengage Learning

Now its fourth edition, Planning an Appropriate Curriculum in the Early Years offers a comprehensive guide for early years practitioners and students on how to plan and implement a suitable curriculum for the children in an Early Years setting. It examines the responsibilities of practitioners working in Early Years settings and those with responsibility for leading and managing provision for EYFS in primary schools. Completely revised and updated in line with the Statutory Framework for the Early Years Foundation Stage, this evidence and OFSTED requirements, this book covers the following aspects of the Early Years including: what we mean by planning an appropriate curriculum in the early years; transition from nursery to school and into Year 1; defining quality learning and progression; assessment procedures and examples; integration of two-year-olds into school; the role played by parents and carers in children's learning and development; the ways in which vulnerable children are provided for; examples of planning material developed by practitioners; studies of good practice and questions for reflective practice and group work, this timely fourth edition will be welcomed by students and practitioners looking to provide high quality and effective learning experiences for the under-fives.

ABOUT THIS WEEBIES BOOK Hello and Welcome to the 'Weebies Family A to Z Alphabet' part of the Children's Weebies series of books. Here at Weebies we are always very busy and learning of new things as we have lots of fun. In this book 'Weebies Family A to Z' we teach you your ABC letters and show you the items and objects that begin with each letter of the Alphabet. Each letter has a picture next to it to help you begin to know your letters for early learning and reading. If you like making pictures there are lots of ideas to help you make up your own Weebies Alphabet. Weebies are always kind and very busy bringing 'Sunshine' into our world. Happy Weebies Fun! WHY WEEBIES BOOKS FOR LEARNING The Weebies Family Collection of books have been specially created and designed for early learning for Children so as to provide today that very critical early start in life through communication. Each book has been designed in full colour and where the illustrations created by the author are developed using fractal maths and here is why! A Child's very early start relate to shapes at Pre-School age and Colours. Each drawing is therefore created in fractal maths only using circles, triangles and squares as this is a creative stage that can be comprehended at an early age and hence why Children's drawings are very expressive and often create appear to be rectangular, circular etc. The drawings are deliberately designed so Children can connect and become inspired by the colours and shapes where they are confident to draw themselves and therefore creating hand co-ordination skills. Each book also has pertinent meaning and so they are not just books coupled together. They are deliberately written and designed to quickly hot wire Children at an early age to learn of the World around them and being taught different types of fish, animals, foods and so on. The books also teach early Child development with a sense of right and wrong developing at an early age a moral compass to care for others, to look after our wild life and preserve our planet. To love and care for each other, so as to develop strong communication skills. Children's remarkable Human Beings and have the ability from birth to learn with great enthusiasm. The small word why, so often asked is a question in pursuit for knowledge by your Child in this new found world. The 21st century with all the challenges ahead for the future, the spirit and hope of knowledge to be found in every Child. The Children of today are the custodians of Earth tomorrow. Each book is educational for a Child beginning this journey! WHAT A TOP AMAZON 500 REVIEWER SAID Children's Weebies Early Learning Books and Review: "A delightful book for the younger ones in your family? The family members have such quaint names including Veronica Twizzle Top, Hello, Hello, Hello and Grumpy old Gammy! I like the fact that it includes lessons in life, also. Specifically mentioned in each other, don't hurt flowers and pick your toys up! Most highly recommended." ABOUT WEEBIES SERIES OF BOOKS The Children's Weebies books are part of a full series for Pre School Early learning, similar to notable successful book publications of the past and Ladybird Books. The Children's Weebies Series of Books will build into an outstanding collection and especially the printed editions for any Parent, Nursery or School. There are currently 20 titled books in progress of the series and so far to date more than 100,000 copies have successfully published in paperback and digital.

EBOOK: Exploring Outdoor Play in the Early Years

Becoming a Practitioner in the Early Years

Supporting Change through Attachment and Resilience

A Reader

Teaching Across the Early Years 3-7

The Early Years

Understanding Transitions in the Early Years

This best-selling text book provides a broad-ranging and up-to-date review of thinking and best practice within nursery and infant education. Written around the basic truth that an effective early years curriculum must start with the children, their needs and their potential, the contributors to this classic text acknowledge that learning must have a strong element of fun, wonder and excitement. Fully revised and updated in light of recent changes to the Early Years curriculum, with brand new chapters on assessment, communication, writing, creativity and diversity, the contributors address a range of fundamental issues and principles, including: an analysis of research into how children learn; discussions of issues such as classroom organisation, curriculum management, and assessment; a detailed section on play and language; chapters covering individual curriculum areas, including new chapters on music and PSHE. Each chapter combines a review of important principles with practical and inspiring classroom examples throughout. It is essential reading for all Foundations Stage and KS1 trainee teachers, their tutors and mentors, and serving teachers working in the 3-7 age range who wish to reflect upon and develop their practice.

This complete movement education resource for early childhood and physical education professionals teaches students the importance of movement in the physical, emotional, and educational growth of children. The text is the only one of its kind to teach movement's role in traditional child development areas-physical, affective, and cognitive-as well as to detail musical and creative development. EXPERIENCES IN MUSIC AND MOVEMENT, Fifth Edition, presents an entire movement program, including lesson planning, guidelines for music selection and usage, developmentally appropriate teaching methods, and tried-and-true tips for creating and maintaining a positive learning environment with children on the move. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

"This is a welcome book with a focus on physical activity in the Early Years... It has much to offer students and those working with young children. It also has the potential to help physical education students and teachers achieve a greater depth of understanding of the early years." Early Years, Vol 24, No 1, March 2004 This book considers the enormous potential of physical activity to enrich the lives of all children. The authors share the view that physical development, growth and learning are of fundamental importance in all our lives, but particularly so for the growing child. Physical Education offers a unique opportunity to encourage all areas of development. The book emphasises the need for stimulating, engaging and developmentally appropriate movement experiences from birth onwards and offers concrete guidance for parents, teachers and childcare workers in both indoor and outdoor settings. Each chapter is a manifesto for children learning through movement. Drawing upon recognized good practice and research, this book offers a realistic, informed and original model of movement education for all young children.

With Ofsted's inspectors raising the bar for quality of teaching and learning in the early years, and the additional level of scrutiny on leadership and management, every practitioner must ensure they have in place a systematic monitoring and evaluation process to regularly assess the effectiveness of their provision. Managers need to be able to demonstrate that staff know why they do what they do, and that the services they provide makes a demonstrable difference to the children. This book shows how to construct a robust monitoring and evaluation framework and provides leaders and managers with an invaluable tool to observe, record and maintain the quality of their provision.

Digital Play and Technologies in the Early Years

Theorizing Practices in Households, Communities, and Classrooms

Weebies Family Alphabet a - Z English Book

A guide for early years practitioners and leaders, students and parents

iPads in the Early Years

Anti-Bias Education in the Early Childhood Classroom

Starting from the Child supports early years practitioners to be advocates for young children and their learning needs. In the fourth edition of this highly influential and inspirational book, Julie Fisher outlines the important theories and research which should underpin best early years practice. She takes a robust and principled stand against downward pressure to formalise young children's learning too soon, and offers practical and meaningful ways to develop high quality learning and teaching in the early years. Starting from the Child challenges all early years practitioners to consider: How to build on children's innate desire to learn and their competence and autonomy as effective early learners How to plan environments indoors and out that make learning irresistible How to plan for high quality child-initiated learning to take place seamlessly alongside learning that is adult-initiated The role of the adult in supporting and extending young children's learning How daily observation of children informs and underpins planning for their individual and unique learning needs Revised and updated throughout, this fourth edition includes the latest research on early brain development and reference to recent government initiatives including the revised Early Years Foundation Stage. Starting from the Child is essential reading, not only for early years practitioners, but for all those who manage and make decisions about early learning. "In the fourth edition of this book, Julie Fisher once again demonstrates a comprehensive understanding of the history of early childhood education, and the enduring principles that continue to underpin practice. She has skillfully blended these principles with contemporary research and theory in order to provide readers with deep understanding of young children as capable, competent and eager learners. Julie draws on her extensive work with practitioners to present the everyday realities and complexities of their practice, and to sound welcome notes of caution about the ways in which policy frameworks are used. She offers vignettes to illustrate key issues, provocations and challenges to stimulate thinking, and questions to engage readers with contemporary issues and dilemmas. The book also reflects deeply held convictions about the moral and ethical responsibilities we have to teach young children in ways that respect their extraordinary enthusiasm for learning. This book will be invaluable for students of early childhood education, especially those on professional development programmes such as Early Childhood Studies, Early Years Professional Status, and Post Graduate Certificate of Education." Professor Elizabeth Wood, University of Sheffield, UK "The fourth edition of this classic text has been updated with recent research. This is very helpful in supporting readers but it's the underpinning philosophy that makes this a continuing classic. The title says it all. Julie takes the reader by the hand and says 'Look and listen, give these children your full and respectful attention and they will teach you how to be with them.' All the practical ideas in the book support practitioners in using their skills and knowledge to recognise early childhood as valuable in its own right - to be relished and enjoyed, not to be rushed through or seen merely as preparation for the next stage. We owe it to our children to take heed." Helen Moylett, Early Years Consultant and writer "Julie Fisher's work has been a staple of Early Childhood Education since the first edition of Starting from the Child in 1996. Her fourth edition does not disappoint, and is a welcome development of her thinking. She delves in more detail, for example, into brain development, and leads her readers further into the latest scientific thinking on how children learn. She is, as ever, insightful about how adults work with children, with helpful advice about how to observe (and record) children's learning, and how to plan effectively. Her inclusion of her own latest field work ensures that Julie's advice on early years practice remains rooted in the everyday, while making accessible a range of theoretical and scientific perspectives. This is a book for students, teachers and other early years workers seeking to find their way through the conflicting needs of a rapidly changing area of work." Nick Swarbrick, Programme Lead for the Undergraduate Modular Programme in the School of Education, Oxford Brookes University, UK

Contains public messages and statements of the President of the United States released by the White House from January 1 to June 30, 2002.

With the English as Additional Language (EAL) population growing rapidly, it is essential that settings and schools meet individual learner needs and provide an inclusive culture where different languages, cultures and religions are accepted and celebrated. Packed with essential information on key theories and best practice, and written in a highly readable style this book aims to raise awareness of main issues and offer practical support for practitioners working with children with EAL. Covering a wide range of topic such as new arrivals, working with parents, assessment, planning, resourcing, play, communication and language, each chapter clearly lays out the key concepts, ideas and strategies alongside examples of good practice. Encouraging a reflective approach, the book features: Checklists, diagrams, chapter objectives and summaries and suggestions for further reading Case studies to illustrate practice Reflective activities to develop critical thinking Challenging many assumptions and stereotypes about EAL learners, this invaluable text will support students and practitioners in meeting the individual needs of all the children in their care.

Technologies are a pervasive feature of contemporary life for adults and children. However, young children's experiences with digital technologies are often the subject of polarised debate among parents, educators, policymakers and social commentators, particularly since the advent of tablets and smartphones changed access to the Internet and the nature of interactions with digital resources. Some are opposed to children's engagement with digital resources, concerned that the activities they afford are not developmentally appropriate, limit physical activity and restrict the development of social skills. Others welcome digital technologies which they see as offering new and enhanced ways of learning and sharing knowledge. Despite this level of popular and policy interest in young children's interactions with digital technologies our understanding of the influence of these technologies on playing and learning, and on the role of educators, has remained surprisingly limited. The contributions to this book fill in the gaps of our existing understanding of the field. They focus on children and families from Australia to England to Estonia, the how and why of encounters with digital technologies, the nature of digital play and questions about practice and practitioners. The book raises critical questions and offers new understandings and theoretical insights around one of the 'hot topics' in early years research. This book was originally published as a special issue of the Early Years journal.

January 1 to June 30 2002

EBOOK: Starting from the Child: Teaching and Learning in the Foundation Stage

Challenges And Opportunities

National Curriculum In The Early Years

Funds of Knowledge

Public Papers of the Presidents of the United States

Inquiry Learning Through Integration

This is an accessible text for students of degrees and foundation degrees in Early Years and Early Childhood. It examines both the theory behind early years practice, and the practical skills and knowledge needed for effective practice. Covering themes such as child-centered practice, reflective practice, inclusive environments and safe practice, it introduces you to the wide scope of practice in the early years. Practical examples, case studies and theory focus features are included in all chapters to make links between theory and practice. This is an accessible and comprehensive text enables you to develop the skills and knowledge to approach practice in the early years. About the Early Childhood Studies Series This series has been designed to support students of Early Years, Early Childhood Studies and related disciplines in popular modules of their course. Each text takes a focused look at a specific topic and approaches it in an accessible and user-friendly way. Features have been developed to help readers engage with the text and understand subject from a number of different viewpoints. Activities pose questions to prompt thought and discussion and 'Theory Focus' boxes examine essential theory close-up for better understanding. This series is also applicable to EYPS candidates on all pathways. Other titles in the series include Early Childhood Studies, Childhood in Society for the Early Years, Child Development for Early Years Students and Practitioners and Exploring Play for Early Childhood Studies.

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The concept of 'readiness for school' is attractive to policy-makers, but many academics, researchers and practitioners argue that an early start to formal learning may be misguided. This book introduces readers to an increasing body of evidence which demonstrates that young children need opportunities to learn and develop in environments that support their emotional and cognitive needs, offering opportunities to develop autonomy, competence and self-regulation skills. With advice on implementing research findings in practice, this book provides clear guidance on how to foster and develop these attributes, scaffold steps into new areas of learning and support children in facing new challenges. Chapters cover: Policy and discourses; Taking account of development; Approaches to Early Years Learning; The Diversity of Children's Early Experiences; Transitions and starting school; Where to in the Future?

Exploring the Contexts for Early Learning will be essential reading for students, practitioners, policy-makers and all those interested in the school readiness agenda.

Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

Exploring the Contexts for Early Learning

Quality and Leadership in the Early Years