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Early Years Pedagogy in Practice Ruksana Beigi, 2020-07-20 This accessible text encourages readers to understand and confidently engage with distinctive early years pedagogy. It shows how pedagogy not only underpins the early years curriculum but is also inherent in the role of the adult and the experiences that are offered to young children. The book explains what the differing early years pedagogies are, why they are encouraged, and the knowledge, skills, and practice that are required to work with them. Emphasising that what works in one situation may not in another, and a wider pedagogical knowledge is essential to ensure quality outcomes for children, it considers key topics such as the role of the pedagogue and developing your own style, promoting a lifelong love of learning in children, under your care, sensitivity and inclusion for all children's cultures and communities, promoting the rights of every child under your care. Incorporating reflection points and research tasks to support independent learning, this is essential reading for students on Early Childhood Studies courses and Early Years Foundation Degrees as well as early years practitioners.

The Importance of Being Little Erika Christakis, 2017-02-07 Christakis expertly weaves academic research, personal experience, and anecdotal evidence into her book, a bracing and convincing case that early education has reached a point of crisis. Her book is a rare thing: a serious work of research that also happens to be well written and personally engaging and important. *Washington Post*: What kids need from grown-ups but aren't getting: an impassioned plea for educators and parents to put down the worksheets and flash cards, ditch the tired craft projects, yes, you, Thanksgiving Handprint Turkey, and exotic vocabulary lessons, and double down on one simple word play. *NPR*: The New York Times bestseller that provides a bold challenge to the conventional wisdom about early childhood with a pragmatic program to encourage parents and teachers to rethink how and where young children learn best by taking the child's eye view of the learning environment. To a four-year-old watching bulldozers at a construction site or chasing butterflies in flight, the world is awash with promise. Little children come into the world hardwired to learn in virtually any setting and about any matter. Yet in today's preschool and kindergarten classrooms, learning has been reduced to scripted lessons and suspect metrics that too often undervalue a child's intelligence while overtaxing the child's growing brain. These mismatched expectations wreak havoc on the family; parents fear that if they choose the wrong program, their child won't get into the right college. But Yale early childhood expert Erika Christakis says our fears are wildly misplaced. Our anxiety about preparing and safeguarding our children's future seems to have reached a fever pitch at a time when ironically science gives us more certainty than ever before that young children are exceptionally strong thinkers. In her pathbreaking book, Christakis explains what it's like to be a young child in America today in a world designed by and for adults where we have confused schooling with learning. She offers real-life solutions to real-life issues with nuance and direction that takes us far beyond the usual prescriptions for fewer tests, more play. She looks at children's use of language, their artistic expressions, the way their imaginations grow, and how they build deep emotional bonds to stretch the boundaries of their small worlds.

Rather than clutter their worlds with more and more stuff sometimes the wisest course for us is to learn how to get out of their way Christakis's message is energizing and reassuring young children are inherently powerful and they and their parents will flourish when we learn new ways of restoring the vital early learning environment to one that is best suited to the littlest learners This bold and pragmatic challenge to the conventional wisdom peels back the mystery of childhood revealing a place that's rich with possibility

Stakeholders' Perspectives on Assessment and Improvement of Quality in Early Childhood Education and Care: A World-Wide Kaleidoscope Antonia Elisabeth Enikoe Baumeister, Hui Li, Linda Joan Harrison, 2024-08-29

The key aims of early childhood education and care ECEC are to offer children from all social backgrounds a good start in their lives to support parenting as well as families workforce participation and thereby to sustainably strengthen the national economy over current and future generations High quality ECEC has been shown to improve child outcomes and be a buffer against developmental risk factors For these reasons governments ECEC providers and researchers are placing an increasing focus on the frameworks and systems that underpin quality as well as the measures that assess quality At the same time however research on ECEC as a multidisciplinary endeavor has shown that the aims and benefits of high quality ECEC can only be reached when all stakeholders' needs are acknowledged and sufficiently met For example recent evidence suggests that the acceptability and social validity of quality assessment and improvement methods are contested among some stakeholders and thus the sustainability of these quality efforts may be in doubt New challenges also include the ever changing nature and circumstances affecting ECEC stakeholders for example the greater flows of refugee families and the impact of the Covid 19 pandemic This Frontiers Research Topic will contribute to an updated knowledge base in order to inform governments providers and the scientific community about best practices and new solutions for conceptualizing measuring and improving ECEC quality The aim of the proposed Research Topic is to generate a worldwide kaleidoscope of research studies that explore and discuss models for gathering the perspectives of multiple stakeholders and considering the meaningfulness of stakeholder views for conceptualizing assessing and improving quality in ECEC We believe that greater attention needs to be given to the diversity of stakeholders who are invested in ECEC including government regulatory authorities service providers educators families communities and children We also believe that wide ranging stakeholder input will generate innovative methods for assessing and improving quality that keep pace with our rapidly changing information society Two further foci are set on ECEC practices 1 that support participation diversity and inclusion of all children and families and 2 that are suitable for developing countries and diverse populations within countries In this the focus is not only on best practices but also on the limitations of practices In soliciting research articles on ECEC stakeholder perspectives we describe stakeholders as inclusive of government non government regulatory agencies service providers teachers and caregivers families communities and children Themes of interest include but are not limited to Assessment of quality in ECEC including self assessment approaches The design of and use of quality frameworks

in ECEC Effects of quality and of quality improvement on children and families Drivers and indicators of quality improvement Acceptance and sustainability of quality efforts among ECEC stakeholders Policy expectations of quality rating and improvement systems e g funding policy The role of teacher and caregiver professionalization All types of center based and home based ECEC We are interested both in quantitative and qualitative research designs as well as in mixed methods research Cross sectional longitudinal quasi experimental and case study designs are welcome The following article types are welcome original research empirical studies systematic reviews community case studies policy briefs articles and brief research reports

Acumenous Game-Based Learning in Simulation Games Souad Slyman, 2024-12-23 Drawing on a comprehensive theoretical foundation encompassing socio constructivism social learning and motivation this book offers a new theoretical contribution and sheds light on the transformative power of acumenous game based learning to reengage learners with Mathematics and Statistics Education Foregrounding six years of research into simulation games and exploring inquisitional and acumenous theory the book ultimately explores the power of science and game based technologies applying theoretical knowledge to practice in order to reframe negative connotations associated with mathematical and statistical learning The chapters explore maths anxiety and resilience as well as understanding dyscalculia and its ramifications introducing a novel theoretical framework that will redefine traditional teaching paradigms Ultimately exploring the powerful potential of simulation games as motivational and pedagogical tools to redress the complex societal problem of negative emotions toward Mathematics and Statistics Education readers will gain invaluable insights into unlocking new learning opportunities paving the way for a future where mathematics and statistics become accessible engaging and empowering for all This book is of benefit to postgraduate students scholars and academics in the fields of educational technology mathematics education and teaching and learning in higher education more broadly

Who's who in American Education ,1992 **Elementary Grades K-5 Mathematics Curriculum Guide** Oshkosh Area School District (Oshkosh, Wis.). K-12 Mathematics Curriculum Committee,1991 Mathematics Curriculum Guide Aurora Public Schools (Aurora, Colo.). Division of Instructional Service. Mathematics Committee,1985 **Everyday Mathematics** Jean Bell,2004 The Program Guide provides an overview of the Kindergarten curriculum the philosophy of the program and strategies for managing daily routines It establishes goals and guideposts and provides suggestions for home school connections The reproducible Blackline Activity Masters provide printed materials for the children s activities as well as Home Link Masters that suggest mathematics activities for family members and children to do together *Mathematics Curriculum Guide* Waterloo County Board of Education. Integrated Studies Department,1973 *Math Lessons for a Living Education Level K* Angela O'Dell,Carrie Bailey,2019-09-04 A skills based elementary math curriculum for kindergartners **Math Common Core for Kindergarten** BarCharts, Inc,Rachel Jacobs,2015-05-31 The Common core state standards for mathematics are a set of expectations and skills that students need to master to succeed in college and the real world BarCharts Math Common

core series aligns with those specific standards to help guide students through their classes Each guide in the series features real world problems and examples illustrations and tables to help students retain information *Mathematics Curriculum Guide* Racine Unified Schools (Wis.),1986* *Mathematics Curriculum Guide, Kindergarten Through Grade Eight* Karen Kinzig,Northbrook School District 27 (Ill.). Mathematics Curriculum Committee,1986 *Mathematics Curriculum Guide* Kansas City, Kansas Public Schools,1987 *Kindergarten Mathematics Curriculum Guide* Susan Kime,1990 *Math, Grade K* School Specialty Publishing,2006-01-01 Teaches numbers 0 to 20 sequencing shapes and patterns position words graphing time and money concepts **Kindergarten Mathematics Curriculum Guide** Marilyn McKeivey,Judy Mann,Elizabeth Cuthbertson,Pat Johnston,Ann Arbor Public Schools,1990 Mathematics: K-6 New Castle County Board of Education. Division of Curriculum and Instruction,1978 **Curriculum Guide for Mathematics, K-6** Mahopac Central School District. Office of Curriculum and Staff Development,1985 *Mathematics Curriculum Guide, Kindergarten Through Grade 8* Mount Laurel Township School District,1992

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