

An Artist Explores the Rain



Jessica WOW what fun we had today! I noticed you painting with dye on the easels - DRIP - a big splash went running down the page. "It's raindrops!" You smiled. "It is! Woah - it's a great big one!" But that was the only one. As you noticed other colours you added more and more. Hearing the rain outside and knowing how Jessie loves to experiment with paint, I said to Jessie - "I wonder what would happen if we took your painting outside in the rain?" You looked at me with a great big smile "I don't know!"

Jessie as we watched the rain going pitter-patter on your painting we saw it join with the colours and run down the page. "Look - it's going!" Jessie cried.

Eknoor joined us and put her painting next to Jessie's; together they watched the rain changing the paintings.



Jessie after this you wanted to try it all on your own - you did another painting and took it out to watch. I love your natural enthusiasm for learning, trying, and having a go - what an awesome girl you are!

We believe all children have a God-given sense of wonder and are 'natural scientists'. By observing the changes that happen in creation, we are encouraging children to become life-long learners who are curious to find out more, ask questions, practise what they have learnt, and try other ways to get new results. Jessie while you love being around your lovely big sister, I also notice that painting is an area you are confident to explore and make choices in independently. It is awesome to see you finding your own place of belonging and exploring here at Kindy. Eknoor loved painting and exploring with you - thank you for being a kind friend to her! It is a lot of fun exploring the weather with friends. We will continue to provoke lots of learning about the weather and the rain - and I know we will have even more fun ☺

18 Oct 2012 By Anna Rikiriki

Kindergarten Learning Stories Examples

**Claire McLachlan, Tara McLaughlin, Sue
Cherrington, Karyn Aspden**



Kindergarten Learning Stories Examples:

Learning Stories in Practice Margaret Carr, Wendy Lee, 2019-05-17 Margaret Carr and Wendy Lee have often been asked for a follow on practical companion to their seminal 2012 book *Learning Stories* a complimentary book that provides practical advice for teachers who are embarking on a narrative assessments for learning journey After much anticipation that book is here at last Packed with a wide range of full colour examples of real life learning stories from all over the world this practical guide is influenced by their ongoing work with teachers across many countries and the thoughtful comments and questions that teachers have asked during conversations at conferences lectures and professional development programmes They have turned these conversations with teachers and students into key ideas and a practical framework on how to initiate and create good learning stories and why they are valuable They show you how to write stories that capture the magic and excitement of each young child s journey through the early years and how to develop a deep professional understanding of the learning that takes place during this special and influential time in their lives

Democratic Policies and Practices in Early Childhood Education Linda Mitchell, 2018-10-24 This book uses case studies of Aotearoa New Zealand policy formulation and practice to explore early childhood education and care ECEC as a site for democratic citizenship and social justice Addressing fundamental questions about the purpose of education it argues for explicit values focusing on children and childhood as a basis for ECEC policy to replace discourses of economic investment and child vulnerability that are dominant within policy goals in many countries A commitment to democracy and equity is a good place to start Aotearoa New Zealand is of special interest because of its world renowned ECE curriculum Te Wh riki which is based on principles of social justice respect for rights and an aim to support children growing up in a democracy The curriculum upholds M ori rights to tino rangatiratanga absolute authority over their lives and resources Yet Aotearoa New Zealand s extreme market policies and harsh labour laws during recent periods run contrary to ideals of democracy and are puzzlingly inconsistent with curriculum principles The book starts with an analysis and critique of global trends in ECEC in countries that share capitalist mixed economies of welfare and where competition and marketisation have become dominant principles It then analyses ideas about children childhood and ECEC within a framework of democracy going back to the Athenian origins of democracy and including recent literature on meanings and traditions of democracy in education The book uses vivid examples from researching curriculum pedagogy and assessment practices within Aotearoa New Zealand ECEC settings and collective action to influence policy change in order to illustrate opportunities for democratic education It concludes by examining what conditions might be needed for integrated and democratic ECEC provision in Aotearoa New Zealand and what changes are necessary for the future It offers a compass not a map it points to promising directions and provides insights into issues in ECEC policy and practice that are of current global concern

Young Children's Community Building in Action Louise Gwenneth Phillips, Jenny Ritchie, Lavina Dynevor, Jared Lambert, Kerry Moroney, 2019-07-04 Rethinking the concepts of

citizenship and community in relation to young children this groundbreaking text examines the ways in which indigenous understandings and practices applied in early childhood settings in Australia and New Zealand encourage young children to demonstrate their care and concern for others and so in turn perceive themselves as part of a larger community Young Children s Community Building in Action acknowledges global variations in the meanings of early childhood education of citizenship and community building and challenges widespread invisibility and disregard of Indigenous communities Through close observation and examination of early years settings in Australia and New Zealand chapters demonstrate how practices guided by Aboriginal and M ori values support and nurture children s personal and social development as individuals and as citizens in a wider community Exploring what young children s citizenship learning and action looks like in practice and how this may vary within and across communities the book provides a powerful account of effective pedagogical approaches which have been long excluded from mainstream dialogues Written for researchers and students of early childhood education and care this book provides insight into what citizenship can be for young children and how Indigenous cultural values shape ways of knowing being doing and relating Assessment and Data Systems in Early Childhood Settings Claire

McLachlan,Tara McLaughlin,Sue Cherrington,Karyn Aspden,2023-01-01 This book describes the use of data systems in early childhood settings birth to eight years for the purposes of assessment evaluation and curriculum planning It presents an international collection of research examining ways in which teachers and researchers have revisited notions of what constitutes effective assessment revised ways in which they assess children s learning and development and use the knowledge gained for curriculum planning It offers insights into contemporary research on how teachers and children are engaging with data systems as part of effective assessment and how these approaches influence practice This book presents recent theorizing and examples of research which have investigated innovative approaches to assessment using data systems in early years settings It represents both early childhood and junior primary contexts and includes research which focusses on teachers perspectives and reflections on use of data systems It also examines research which reflects on what children gain from being involved in these data systems Understanding the Te Whariki Approach Wendy Lee,Margaret

Carr,Brenda Soutar,Linda Mitchell,2013-01-17 Understanding the Te Wh riki Approach is a much needed source of information for those wishing to extend and consolidate their understanding of the Te Wh riki approach introducing the reader to an innovative bicultural curriculum developed for early childhood services in New Zealand It will enable the reader to analyse the essential elements of this approach to early childhood and its relationship to quality early years practice Providing students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the United Kingdom the book explores all areas of the curriculum emphasising strong curriculum connections to families and the wider community a view of teaching and learning that focuses on responsive and reciprocal relationships with people places and things a view of curriculum content as cross disciplinary and multi modal the aspirations

for children to grow up as competent and confident learners and communicators healthy in mind body and spirit secure in their sense of belonging and in the knowledge that they make a valued contribution to society a bicultural framework in which indigenous voices have a central place Written to support the work of all those in the field of early years education and childcare this is a vital text for students early years and childcare practitioners teachers early years professionals children s centre professionals lecturers advisory teachers head teachers and setting managers A Guided Reader to Early Years and Primary English Margaret Mallett,2015-10-23 A Guided Reader to Early Years and Primary English draws on extracts from the published work of some of the most influential education writers to provide insight guidance and clarity about key issues affecting early years practitioners and primary English teachers The book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms The extracts are accompanied by a summary of the key ideas and issues raised questions to promote discussion and reflective practice and annotated further reading lists to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters cover Models of and approaches to early years and primary English Speaking and listening in English lessons story telling drama booktalk and debate Reading and responding to texts in English lessons Writing in English lessons finding a voice Knowledge about language grammar spelling punctuation and handwriting The rich landscape of children s literature Non fiction in English lessons Planning assessing and recording children s progress the learning cycle Aimed at trainee and newly qualified teachers those working towards Masters level qualifications and all those involved in the teaching of early years and primary English this accessible but critically provocative text will be an essential resource for those that wish to deepen their understanding of early years and primary English education The Classroom Teacher Milo Burdette Hillegas,Thomas Henry Briggs,1929 *Observation: Origins And Approaches In Early Childhood* Podmore, Valerie,Luff, Paulette,2012-03-01 This New Zealand adaptation looks both at historical roots of child observation as well as various approaches to observing young children in early years settings *Programming and Planning in Early Childhood Settings* Leonie Arthur,Bronwyn Beecher,Elizabeth Death,Susan Dockett,Sue Farmer,2017-08-07 Programming Planning in Early Childhood Settings explores a range of approaches to curriculum and to documenting children s learning in early childhood settings This valuable resource for early childhood education students and practitioners provides a broad view of the concepts and issues in early childhood curriculum Chapters reflect ongoing discussions about what is meant by the terms planning and programming in the context of early childhood what is authentic curriculum for young children and effective teaching strategies to extend young children s learning The strong focus on sociocultural theories of learning promotes awareness of children s diverse experiences competencies and learning styles and helps readers recognise the need for collaborative partnerships between educators children and families in order to develop appropriate programs Thoroughly revised and updated this new edition shows how chapters of the text are relevant to the Australian Professional Standards for teachers and highlights connections

to the school based context Numerous real life examples reflections articles and case studies assist students to understand a variety of educational theories philosophies and frameworks Throughout the book there is a focus on the processes of reflection evaluation and ongoing improvement Gender and Care with Young Children B. Denise Hodgins,2019-04-08 This book is an exploration of how children educators and things become implicated in gendered caring practices Drawing on a collaborative research study with early childhood educators and young children the author examines what an engagement with human and non human relationality does to complicate conversations about gender and care By employing a feminist material analysis of early childhood education this book rethinks dominant Euro Western individualist pedagogies in order to reposition them within a relationality framework The analysis illuminates the political and ethical embeddedness of early childhood education and the understanding that gendering and caring emerge with in a complex web of many relations

Learning in the Making Margaret Carr,Carolyn Jones,Wendy Lee,Anne B. Smith,Kate Marshall,Judith Duncan,2010-01-01 This book presents an international perspective on environmental educational and specifically the influence that context has on this aspect of curriculum The focus is on environmental education both formal and non formal and the factors that impact upon its effectiveness particularly in non Western and non English speaking contexts i e outside the UK USA Australia NZ etc An important feature of the book is that it draws upon the experiences and research from local experts from an extremely diverse cohort across the world 25 countries and 2 regions in total The book addresses topics such as the development of environmental education in different countries its implementation the influence of political cultural societal or religious mores governmental or ministerial drives economic or other pressures driving curriculum reform the influence of external assessment regimes on environmental education and so on *Programming and Planning in Early Childhood Settings* Leonie Arthur,Bronwyn Beecher,Elizabeth Death,Susan Dockett,2024-09-26 Programming Planning in Early Childhood Settings provides early childhood education students and practitioners with a broad view of the concepts and issues in early childhood curriculum how to plan and program effective learning for young children and how to document children s learning in early childhood settings Instructor resources include instructor guide PowerPoints and Examples of Practice

Supporting Children's Learning in the Early Years Linda Miller,Jane Devereux,Carrie Cable,Gill Goodliff,2014-12-05 Supporting Children s Learning in the Early Years is aimed at early years practitioners who are developing their knowledge and understanding of professional practice through studying at undergraduate level The book encourages readers to consider their professional development as reflective practitioners building on and supporting the government agenda to provide quality provision for young children and their families Combining theory and practice and bringing together current research and thinking in a broad range of areas the book covers Learning environments young children as learners assessment of learning well being and children s rights diversity and inclusion Learning and development children s development including social and emotional development literacy and mathematical development the

potential of ICT fostering creativity musical development and knowledge and understanding of the world Reflective practice the learning environment safeguarding and wellbeing the reflective practitioner Throughout the contributions in this book encourage the reader to consider the diverse range of experiences which young children bring to early years and early primary settings and suggest ways in which they can be supported The book will also be a valuable and unique resource for training providers of a range of courses at further and higher education level that prepare people to work with and lead in early years settings in the UK

The Whole Language Kindergarten Shirley C. Raines, Robert J. Canady, 1990 Teachers interested in transforming their traditional kindergartens into child centred Whole Language classrooms now have a model for change

The SAGE Handbook of Early Childhood Research Ann Farrell, Sharon L Kagan, E. Kay M. Tisdall, 2015-11-10 Recent decades have seen an upsurge of research with and about young children their families and communities The Handbook of Early Childhood Research will provide a landmark overview of the field of early childhood research and will set an agenda for early childhood research into the future It includes 31 chapters provided by internationally recognized experts in early childhood research The team of international contributors apply their expertise to conceptual and methodological issues in research and to relevant fields of practice and policy The Handbook recognizes the main contexts of early childhood research home and family contexts out of home contexts such as services for young children and their families and broader societal contexts of that evoke risk for young children The Handbook includes sections on the field of early childhood research and its key contributions new theories and theoretical approaches in early childhood research collecting and analysing data applications of early childhood research This Handbook will become the valuable reference text for students practitioners and researchers from across the social sciences and beyond who are engaged in research with young children

Children's Rights 0-8 Mallika Kanyal, 2014-03-26 Children's Rights explores the relevance of children's participatory rights in education particularly at a time when there are competing demands in meeting the rigid curriculum frameworks whilst taking into account children's entitlement to participate in matters affecting their lives It engages with theoretical and practical models of participation with an aim to support reflective practice The chapters are informed by wider academic debates and examples from research and everyday practice in early year settings making it an accessible read for students practitioners as well as researchers

Negotiating Spaces for Literacy Learning Mary Hamilton, Rachel Heydon, Kathryn Hibbert, Roz Stooke, 2015-05-21 Negotiating Spaces for Literacy Learning addresses two paradoxical currents that are sweeping through the contemporary educational field The first is the opening up of possibilities for multimodal communication as a result of developments in digital technologies and the sensitivity to multiliteracies The second is the increasing pressure from standardised testing accountability and performance measurement which pull curricular and pedagogical practices out of alignment with the everyday informal practices and interests of teachers and learners and narrow opportunities for diverse expressions of literacy Bringing together an international team of scholars to

examine the tensions and struggles that result from the current educational climate the book provides a much needed discussion of the intersection of technologies of literacies education and self It does so through diverse approaches including philosophical theoretical and methodological treatments of multimodality and governmentality and a range of literacies early years primary school workplace digital middle school secondary school indigenous adult and place With examples taken from all stages of education and in several countries the book allows readers to explore a range of multimodal practices and the ways in which governmentality plays out across them

Towards Third Generation Learning and Teaching Murat A. Yülek, J.G. Wissema, 2022-10-04 Learning and hence education are in turmoil Traditional learning techniques are challenged by powerful new approaches and insights while students and employers alike put new demands on education The new insights come from quite different areas of science This book aims to provide a future oriented picture of the various developments culminating in an educated speculation on learning and education in the near future It has been written for leaders in education scholars as well as practitioners and policymakers Learning will be a central issue in the decades to come In the words of the recently deceased cultural anthropologist Catherine Bateson We are not what we know but what we are willing to learn

Thinking and Learning through Children's Literature Miriam G. Martinez, Junko Yokota, Charles Temple, 2017-04-18 Much of teachers attention these days is focused on having students read closely to ferret out the author's intended meaning and the devices used to convey that meaning But we cannot forget to guide students to have moving engagements with literature because they need to make strong personal connections to books of merit if they are to become the next generation of readers literate people with awareness of and concern for the diversity of human beings around them and in different times and places Fortunately guiding both students personal engagement with literature and their close reading to appreciate the author's message and craft are not incompatible goals This book enthusiastically and intelligently addresses both imperatives first surveying what is gained when students are immersed in literature then celebrating and explicating the main features of literature students need to understand to broaden their tastes and deepen their engagement at the same time they meet external standards then presenting a host of active methods for exploring all major genres of children's books and finally presenting suggestions for interdisciplinary teaching units grounded in literature Created by noted leaders in the fields of children's literature and literacy the book is enlivened by recurring features such as suggested reading lists issues for discussion links to technology and annotations of exemplary books

Transforming Children's Spaces Alison Clark, 2010-02-25 How can young children play an active role in developing the design of learning environments What methods can be used to bring together children's and practitioners' views about their environment What insights can young children offer into good designs for these children's spaces With the expansion of early childhood education and the move to extended schools more young children will spend more time than ever before in institutions Based on two actual building projects this book is the first of its kind to demonstrate the possibilities of including young children's

perspectives in the design and review of children's spaces Situated at the heart of the debate about the relationship between the built environment and its impact on children's learning and wellbeing Transforming Children's Spaces provides insights into how young children see their environment discusses children's aspirations for future spaces develops the Mosaic approach pioneered by the author as a method for listening to young children and adults Emphasising the importance of visual and verbal methods of communication this fascinating book demonstrates how practitioners and young children can articulate their perspectives and shows how participatory methods can support new relationships between children practitioners and architects This book is essential reading for those who work in children's spaces and for those who design them as well as being of general interest to those studying education and childhood studies

Kindergarten Learning Stories Examples Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Kindergarten Learning Stories Examples**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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