

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 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 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 for young learners.

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Playing and Learning in Early Childhood Education supports early childhood education students, practitioners, and primary educators to engage in the exploration of the theoretical framework of play, characteristics of play, the environmental and cultural factors that influence play, and the application of developmentally appropriate play practices. Playing and Learning in Early Childhood Education is grounded in sharing new research, practices, and ways of knowing about play and its foundation for later academic and life dispositions. This new edition reinforces how play prepares children to develop the critical thinking, problem solving, their desire to be curious, and creative expression that facilitates their communication skills, ability to embrace place, community, their culture, and diversity amongst peers. These skills form the foundation for the 21st century skills needed that focus on STEAM - Science, Technology, Engineering, Arts and Math.

Playing and Learning in Early Childhood Education, Second Edition

The Early Childhood Curriculum

Transforming Early Childhood Environments

Bringing the Froebel Approach to your Early Years Practice

Equality and Inclusion in Early Childhood, 2nd Edition

The Vygotskian Approach to Early Childhood Education

Vygotsky at Work and Play

Fully up to date with the latest information and theories, this text supports students and practitioners working in early years management.

This timely and accessible text introduces, theorises and practically applies two important concepts which now underpin early years practice: those of 'playful learning' and 'playful pedagogies'. Pat Broadhead and Andy Bust draw upon filmed material, conversations with children, reflection, observation, and parental and staff interviews, in their longitudinal study of outdoor and indoor play environments in an early years unit. This research-based text offers extensive insights into related theories, as well drawing on the authors' skills and knowledge as researcher and as class teacher in order to provide opportunities for personal reflection and possibilities for practical application in early years classes and settings. Discussing both indoor and outdoor environments, the text explores ideas surrounding 'open-ended play', and 'the whatever you want it to be place'. It illustrates how the themes of children's play reflect their interests, experiences, knowledge gained at home and in school, and their cultural heritages. By showing how children become familiar and skilful within open-ended play environments, the authors illustrate how the children's co-operative skills develop over time as they become connected in communities of learners. Alongside the examples of children's playful learning, the book also considers the implications for resourcing and organising playful settings through playful pedagogies that connect with the Early Years Foundation Stage curriculum (DfES 2007) and with the Tickell Review, ongoing as the book went to press. Understanding Young Children's Learning through Play uses children's perspectives on their play to illustrate how rich their personal understandings are. It also includes parental reflections on what may initially appear a risky and unusual outdoor environment, and it draws attention to the importance of conflict resolution in play in order to extend children's resilience and assertiveness. This insightful text will be of interest to students of early years education, early years practitioners, academics and researchers. Helping young people learn through play is the focus of this publication, aimed at teachers and future teachers of children from birth through age eight. Current research presented here examines the positive effects of play on children's social/emotional, cognitive, and physical development. The reader will learn how to assess a child's learning through play, making play a more practicable teaching mechanism. They also will learn step-by-step recommendations for establishing a classroom that promotes play and developing play-based programs designed for children in specific age groups: infants and toddlers, preschoolers, kindergarten children, and primary-age children. Incorporating play into the program of special needs children not only is addressed in each age-specific section, the author pays particular attention to this topic in a stand-alone section. Educators also will value the list of recommended Web sites for further research on the subject, as well as lists of materials and books perfect for play centers.

Discover why playing is school readiness with this updated guide. Timely research and new stories highlight how play is vital to the social, physical, cognitive, and spiritual development of children. Learn the seven meaningful experiences we should provide children with every day and why they are so important.

Play and Imagination in Children with Autism, 2nd Edition

Powerful Interactions

Birth Through Age Eight

Play in the Early Years

Learning Through Child Observation

A Challenge of Learning (2nd ED) (hc)

The Practical Guide and Sourcebook for Excellence in Outdoor Provision and Practice with Young Children

This now classic text remains a cornerstone of continuing efforts to develop inclusive peer play programs for children on the autism spectrum. The second edition has been thoroughly revised to reflect major new developments in the field of autism. Notable additions include an updated description of the Integrated Play Groups (IPG) model and related research; an examination of the nature of autism and of play from past to present, with major updates on incidence, diagnosis, and characteristics; and a comprehensive review of play interventions. Presenting vivid descriptions of three children with autism over a 10-year period (from age 5 to age 16), Play and Imagination in Children with Autism: Traces the development of the children as they overcome obstacles to enter into the play culture of their peers.Focuses on two critical years during which the children participated in a peer play group.Documents the emergence of remarkable transformations in the children's social relations with peers and symbolic activity.Includes vignettes, dialogue, and samples of writing and drawing to bring the children's stories to life.Lays out the implications for new directions in research and practice. Pamela J. Wolfberg is Associate Professor of special education and Director of the autism spectrum graduate program (Project Mosaic) at San Francisco State University. "Play and Imagination in Children with Autism has been the cornerstone of my professional and personal life for nearly a decade. This updated edition retains the original accessible style, explaining so clearly the pivotal role that peer play holds in the lives of individuals on the autism spectrum, while providing readers with cutting-edge developments in theory, research, and practice in the field."

—Heather McCracken, Founder/Executive Director, Friend 2 Friend Social Learning Society "Dr. Wolfberg continues to break new ground with the second edition of her book. What a pleasure for any child to get involved in one of her integrated play groups, and what a relief for parents to know that their child is both learning and having fun! This is a wonderful resource for professionals interested in creating engaging and effective social skills groups for children on the autism spectrum." —Connie Kasari, UCLA Graduate School of Education and Information Studies "Children with autism benefit in so many ways from social play experiences, despite the significant challenges in symbolic development. Dr. Pamela Wolfberg, a leading expert in this crucial aspect of children's development, once again guides us in a highly engaging manner in supporting social and play development for children with ASD." —Barry M. Prizant, Director, Childhood Communication Services, Brown University "This book is a 'must' for anyone who wants to bring about genuine social reciprocity and imagination in children with autistic spectrum disorders. Pamela Wolfberg takes us on a journey through previously uncharted territory, documenting in rich qualitative detail how to scaffold entry into the culture of peer play."

—Adriana L. Schuler, San Francisco State University "Dr. Wolfberg has done a fine and sensitive job in characterizing the pivotal role that play skills hold in the social and linguistic world of the child with autism. Her development of Integrated Peer Play Groups, and the delineation of the autistic child as the 'Novice Player' and the typical child as the 'Expert Player,' is a very valuable heuristic tool to all who work with children with autism."

—Bryna Siegel, Langley Porter Psychiatric Institute, University of California, San Francisco

Learning Through Play, 2nd Edition For Babies, Toddlers and Young ChildrenHodder Education

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

Praise for the first edition: 'An approachable and practical edition that will be welcomed by parents and carers alike. I know how hard it can be to find 'How to' resources for parents. Well here is a gem.' - Children, Young People and Families Parents of young children newly diagnosed as on the autism spectrum are often at a loss for ideas about how best to help their child. Playing, Laughing and Learning with Children on the Autism Spectrum is not just a collection of play ideas; it shows how to break down activities into manageable stages, and looks at ways to gain a child's attention and motivation and to build on small achievements. Each chapter covers a collection of ideas around a theme, including music, art, physical activities, playing outdoors, puzzles, turn-taking and using existing toys to create play sequences. There are also chapters on introducing reading and making the most of television. This updated second edition contains an extensive chapter on how to use the computer, the internet and the digital camera to find and make resources and activities, and suggests many suitable websites to help parents through the internet maze. The ideas are useful both for toddlers and primary age children who are still struggling with play.

Anti-bias Education for Young Children and Ourselves