Belonging Being And Becoming Eylf

Sara Knight

Philosophy and Pedagogy of Early Childhood Sandy Farquhar, E. White, 2018-02-02 In recent years, new discourses have emerged to inform the philosophy and pedagogy of early childhood. This collection brings together contributions from leading scholars in early childhood education, and each chapter engages with the critical task of reformulating early childhood education and the philosophy of the child with a specific focus on pedagogy. The contributors to Philosophy and Pedagogy of Early Childhood explore pedagogy through a philosophical lens, and discuss themes including intersubjectivity, alterity, ethics, and creative experience. Although these themes are addressed in very different ways, each invokes a call to teachers to consider their own position in the dialogical process of learning, and suggests that pedagogy is necessarily situated, provisional, compositional, and discursive. Such critical and philosophical inquiry is a welcome antidote in an era of pedagogical certainty and standards-based agendas. This book was originally published as a special issue of Educational Philosophy and Theory.

Science in Early Childhood Coral Campbell, Christine Howitt, 2024-01-10 Science exploration plays a vital role in children's lives as they make sense of the world around them. Now in its fifth edition, Science in Early Childhood complements the recently updated Early Years Learning Framework (EYLF) and the Australian Curriculum: Science. It offers a comprehensive introduction to the essential elements of science learning and teaching for pre-service teachers and early childhood professionals. This edition has been revised to closely align with the EYLF and Australian Curriculum: Science. It includes more content on sustainability – a rapidly growing area in early childhood science – and a stronger focus on Aboriginal and Torres Strait Islander perspectives. Each chapter includes case studies, reflection questions and practical tasks which help to bridge the gap between theory and practical applications of new concepts. Supplementary resources are available online for instructors. Science in Early Childhood is an invaluable resource for pre-service teachers and early childhood professionals.

English and Literacies Robyn Ewing, Siobhan O'Brien, Kathy Rushton, Lucy Stewart, Rachel Burke, Deb Brosseuk, 2022-02-18 Being literate in the twenty-first century means being an empowered receiver, user and creator of diverse text types communicated across multiple and rapidly changing modalities. English and Literacies: Learning to make meaning in primary classrooms is an accessible resource that introduces pre-service teachers to the many facets of literacies

and English education for primary students. Addressing the requirements of the Australian Curriculum and the Early Years Learning Framework, English and Literacies explores how students develop oracy and literacy. Reading, viewing and writing are discussed alongside the importance of children's literature. Taking an inclusive and positive approach to teaching and learning for all students, it explores the creation of texts using spelling, grammar in context and handwriting/keyboarding skills, as well as the need for authentic assessment and reporting. Finally, the text explores the importance of literacy partnerships and how teachers can address literacy challenges across the curriculum.

An Introduction to Early Childhood Tim Waller, Geraldine Davis, 2014-04-23 Put together by an outstanding author team, including many authors from the University of Northampton, An Introduction to Early Childhood is a much loved book that helps you explore all the major themes in early years education and care, while providing you with real insight into the changing world of early childhood. To further support your study, this edition has been expanded to include five new chapters including The History of Childhood, Play and Creativity, Children and the Media, Leadership and Management, and Reflective Practice. This book further supports your study with outstanding learning features including: · Chapter objectives and introduction immediately introduce you to chapter concepts saving you time · More case studies provide deeper insight into how theory works in practice · Research in context boxes show how recent research is changing the world of early years · Reflective questions encourage you to think like a reflective practitioner · Chapter summaries aid your revision by recapping core concepts covered in each chapter · Further reading and recommended websites direct you to additional resources to further support your study. This book also comes with a new companion website with access a wealth of additional resources including: Child Observation Videos give students a peek into a real Early Years settings and insight into child behaviour. These track particular children at different stages in their development, showing videos of the children 12 months apart in order to observe their development. Great basis for seminar discussions and student assignments. Employability podcasts providing hints and tips about going on your first placement and getting your first job Podcasts from chapter authors providing deeper insight into key topics Free SAGE Journal Articles to deepen students' understanding on core topics Web links directing to useful websites for further study and support in practice.

Young Children in the World and Their Rights Adrijana Višnjić-Jevtić, Alicja R. Sadownik, Ingrid Engdahl, 2021-04-20 This book provides different perspectives on the concept of children's rights, including policy, educational, and children's perspectives. It examines how the crucial ideas of the Convention on the Rights of the Child are respected and implemented in 14 countries in five regions of the world. It looks at early childhood education, children's participatory rights, and at how these rights are promoted and guaranteed in different countries. It explores the professional practice of education and its complexities, challenges and dilemmas, as well as the role of play, and of listening and participation. The book advocates children's rights today, arguing for its vital importance, in the best interests of the children. In doing so, it furthers the

understanding of children's rights and spreads knowledge about the Convention, as a means of celebrating its 30th anniversary. The UN Convention on the Rights of the Child (UNCRC) comprises the potential to change the lives of children to the very best. It may exalt children from the position of marginalized citizens to the centre of policies all over the world. Even though the concept of children's rights is omnipresent, the respect for children's rights must be discussed. While the Convention brings the new perspective of children as citizens to the world, there are still challenges in its application. The book interrogates challenges in understanding and applying children rights and offers possible answers to these challenges. The ratification process itself, does not guarantee that children's rights are respected. While all adults should take responsibility for implementing the UNCRC in everyday life, Early Childhood Education should give opportunities for children to learn and live their rights.

The Decommodification of Early Childhood Education and Care Michel Vandenbroeck, Joanne Lehrer, Linda Mitchell, 2022-12-30 The Decommodification of Early Childhood Education and Care: Resisting Neoliberalism explores how processes of marketisation and privatisation of ECEC have impacted understandings of children, childcare, parents, and the workforce, providing concrete examples of resistance to commodification from diverse contexts. Through processes of marketisation and privatisation, neoliberal discourses have turned ECEC into a commodity whereby economic principles of competition and choice have replaced the purpose of education. The Decommodification of Early Childhood Education and Care: Resisting Neoliberalism offers new and alternative understandings of policy and practice. Written with co-authors from diverse countries, case studies vividly portray resistance to children as human capital, to the consumentality of parents, and to the alienation of the early childhood workforce. Ending with messages of hope, the authors discuss the demise of neoliberalism and offer new ways forward. As an international book with global messages contributing to theory, policy, and practice regarding alternatives to a neoliberal and commodified vision of ECEC, this book offers inspiration for policy makers and practitioners to develop local resistance solutions. It will also be of interest to post-graduate students, researchers, educators, and pre-service educators with an interest in critical pedagogy, ECEC policy, and ECEC practice.

Musical Childhoods Berenice Nyland, Aleksandra Acker, Jill Ferris, Jan Deans, 2015-02-11 Musical Childhoods is a culmination of more than a decade of research driven by the fact that music has been neglected in early childhood programs in favour of literacy and numeracy. Recent research has identified a connection between academic performance and musical programs and this has given music a renewed status in many schools. This book promotes the idea of children's competence in the use of the language of music and argues that all children have a right to participate in musical discovery and celebrates children's engagement with meaningful and disparate experiences in music. Written by leading practitioners and researchers in the field, this book seeks to reaffirm children's communicative competence when exposed to high quality musical experience, provide new perspectives on children's ability to engage with music in many diverse forms and explore

and promote the role of the musician as an artist and teacher. The book is structured into three parts: The theoretical overview The children, the musicians and the music The research through the eyes of the protagonist and looking into the future Early childhood students, researchers and academics with a specific interest in music and musicality will find this an insightful read.

International Perspectives on Forest School Sara Knight, 2013-08-12 Forest School is now implemented across a wide range of settings both nationally and internationally, and this book explores the global similarities between the Forest School approach and how natural spaces are being used all over the world. Written by a range of international authors, the text includes perspectives from: - Sweden - Portugal - Brazil - Germany - Slovenia - South Africa - Australia - USA and Canada - India It considers the impact that global influences have on early learning, and reflects on how the Forest School approach is used in the UK. With case studies, annotated further reading and points for practice this is a key text for all those studying Early Childhood Studies, Early Years and Primary Education. Sara Knight is Principal Lecturer at Anglia Ruskin University. She is a trained Forest School practitioner and author of Forest Schools For All, Risk and Adventure in Early Years Outdoor Play and Forest School and Outdoor Learning (all published by SAGE).

Programming and Planning in Early Childhood Settings Leonie Arthur, Bronwyn Beecher, Elizabeth Death, Susan Dockett, Sue Farmer, 2020-08-05 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 eighth 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, 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. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools cengage.com.au/mindtap

<u>Feminism(s)</u> in <u>Early Childhood</u> Kylie Smith, Kate Alexander, Sheralyn Campbell, 2017-04-26 This unique book brings together international scholars from around the globe to examine how different feminist theories are being used in early childhood research, policy and pedagogy. The array of feminist discourses captured by the authors offer contextualised

possibilities for disrupting dominant patriarchal beliefs and producing change. The authors address and challenge how early childhood experiences, institutions and practices produce gendered effects across and within diverse contexts and demonstrate how feminism(s) in action can be used to reconceptualise research methods, government policy, children's learning, teaching practice and educational resources. In this way, the book contributes to creating new knowledge connections and community alliances in the global effort to end gender-based inequalities across local and global communities.

Play in the Early Years Marilyn Fleer, 2021-07-08 Play is crucial to the learning and development of children in the early years. The third edition of Play in the Early Years is a comprehensive introduction to the theory and practice of play for children from birth to 8 years old. Drawing on classical and contemporary theories, this text examines social, cultural and institutional approaches to play, and explores a range of strategies for successfully integrating play into early years settings and primary classrooms. This edition features a new chapter on conceptual playworlds, which demonstrates what conceptual playworlds look like to infants and toddlers, pre-schoolers, and children transitioning into school. The text features classroom vignettes and photographs designed to help students connect theory to practice, and reflection questions and research activities encourage in-depth reflection and extend learning. Highly regarded by early childhood researchers and practitioners alike, Play in the Early Years remains an essential resource for pre-service students.

Childhood, Learning & Everyday Life in Three Asia-Pacific Cities I-Fang Lee, Sue Saltmarsh, Nicola Yelland, 2023-04-17 This book introduces findings from an international, cross-cultural, and interdisciplinary study of children's everyday experiences of growing up and going to school in the context of the three global cities of Hong Kong, Singapore and Melbourne. It takes the premise that children's learning and orientations to educational success are shaped by everyday cultural practices at home and at school, by policy contexts that both produce and respond to educational and cultural norms, and by individual and familial desires and aspirations. Drawing on research conducted with primary schoolaged children in Year 4, the book considers how day-to-day routines such as going to school, engaging in extra-curricular activities outside of school, and spending time at home with family intersect with the broader milieus of education policy ideals in a changing and interconnected world. Through a combination of visual methodologies, surveys, ethnographic observations in schools, classrooms and cityscapes, re-enactments of everyday activities with children at home, and sociological education policy analysis, this book shows both the richness of children's everyday lives and learning in global cities, as well as exploring questions that pose challenges to educational and social norms.

A Critical Companion to Early Childhood Michael Reed, Rosie Walker, 2014-11-03 In this stimulating and provocative book the editors have drawn together a diverse and international range of respected authors, each of whom has taken a critical approach to the contentious question of how you define and achieve quality early childhood services. It is a book designed to

provoke and promote critical dialogue and discourse amongst practitioners and students through critical engagement with the position of the authors within the text. I believe anyone who reads this book will be inspired and motivated to challenge and extend their thinking and professional practice, adopting the critical stance which lies at the heart of quality services for children and families. Professor Chris Pascal, Director of Centre for Research in Early Childhood (CREC) Early childhood is a complex and important area of study where it is important to develop your critical thinking and reflect upon key issues. This book will help do both. It explores interrelated topics such as: Child development Play Safeguarding Professionalism Curriculum and Policy Each chapter will not only engage with what you need to know but help you develop your academic skills. The book also comes with lots of online resources and include: Podcasts from the authors of each chapter so you can better understand the key concepts PowerPoints to help you revise the essential information Journal articles related to each chapter provide further reading Michael Reed and Rosie Walker are both Senior Lecturers in Early Childhood at the Institute of Education, University of Worcester.

Learning and Teaching in the Early Years Jane Page, Collette Tayler, 2016-09-13 Learning and Teaching in the Early Years provides a comprehensive, contemporary and practical introduction to early childhood teaching in Australia. A strong focus on the links between theory, policy and practice firmly aligns this text with the Early Years Learning Framework. Written for students of early childhood programs, this book covers learning and development, as well as professional practice in teaching children from birth to eight years. In recognition of the evolving role of educators, topic areas include learning, teaching, working with families, leading, advocating and researching. Each chapter contains learning objectives, key terms and reflection points. Detailed case studies document the intersection between research, policy and practice, enhancing preservice and practicing educators' appreciation of how a policy-aligned approach reinforces learning and development in the early years. This text draws on the latest research to present children's learning as a dynamic and active process requiring specific, intentional teaching behaviours.

Teaching: Early Childhood, Primary and Secondary 1e Diana Whitton, Dona Martin, Denise Wood, Nina Maadad, Sheelagh Daniels-Mayes, 2021-11-01 'Teaching' uses the Australian Professional Standards for Teachers (APST) as a guide to develop a comprehensive text for beginning teachers giving the best teacher practice. The text draws together research to identify the knowledge and skills of the teaching and learning process of the planning, teaching and assessing cycle. Linking case studies, vignettes and visuals with current and established research developments in teaching and learning for early childhood, primary and secondary student teachers, 'Teaching' addresses the processes of how to become a confident and competent practitioner in a diverse and changing world. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools au.cengage.com/mindtap

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.

Global Perspectives on Spirituality and Education Jacqueline Watson, Marian de Souza, Ann Trousdale, 2013-12-04 In recent decades, and around the world, much attention has been given to the role of spirituality in the education of children and young people. While educationalists share many common goals and values in nurturing the spiritual lives of children and young people, national and regional cultures, religions and politics have impacted on the approaches scholars and practitioners have adopted in their investigations and practices. The different contexts across nations and regions mean that educators face quite distinct conditions in which to frame their approaches to spiritual education and research, and the nature and impact of these differences is not yet understood. This book brings together thinkers from around the globe and sets them the task of explaining how their research on children's spirituality and education has been shaped by the historical, cultural, religious and political contexts of the geographic region in which they work. The book presents contributions in three sections - Europe and Israel, Australasia, and The Americas- and concludes with a chapter highlighting what is common and what is contextually unique about global approaches to spirituality and education.

Empowering Teachers through Environmental and Sustainability Education Melissa Barnes, Deborah Moore, Sylvia Christine Almeida, 2021-05-23 Empowering Teachers through Environmental and Sustainability Education draws inspiration from an empirical study exploring early career teachers' attempts at enacting Environmental and Sustainability Education (ESE) in their everyday teaching practices. It showcases how a confluence of personal, professional and environmental identities supports implementation of ESE. Additionally, this book discusses key concepts and issues surrounding ESE and the ways in which teachers may claim agency and power to create change in their classroom practices. Drawing from theoretical perspectives, such as Bourdieu's 'thinking tools' habitus and capital, theories of identity, and

Foucault's concept of power and knowledge relations, this book explores how teachers negotiate policies, curriculum and institutional norms to further theoretical and practical understanding of ESE. The use of personal narratives offers new insights into teachers' agency in creating localised yet powerful change through small and meaningful actions. The purpose of this book, therefore, is to explore ways in which meaningful change can be made in educational settings through these small agentive and yet empowering steps. This book reveals that teachers can enact agency and navigate the power structures that exist within educational settings in order to make ESE meaningful within their classrooms.

Advances in Mathematics and STEM Education ,2025-01-20 This volume, Advances in Mathematics and STEM Education: Incorporating Developments in Neuroscience, Brain Science and Neurodiversity seeks to widen understandings about mathematics and STEM education through a more holistic examination of the field. In some chapters this is achieved through the incorporation of advancements in Neuroscience, Brain Science and Neurodiversity, and in other chapters it is achieved through the sharing of research in schools with teachers or an exploration into individual experience, thinking processes and journey. This volume calls for engagement in research that synthesises research findings from different discipline areas to gain a more enriched and authentic understanding of Mathematics and STEM education, particularly regarding teaching and learning. Contributors are: Nur Fatma Aktas, Tasos Barkatsas, Zahra Cooper, Yüksel Dede, Jason Dervish, Melanie Evangelista, Janine Forbes-Rolfe, Wendy Goff, Gürcan Kaya, Gillian Kidman, Huk Yuen Law, Timothy Lynch, Marta Martíndel-Pozo, Juanjo Mena, Rowan Nas, Antonio Patrocinio-Braz, Hazel Tan, and Bin Wu.

Health and Wellbeing in Childhood Susanne Garvis, Donna Pendergast, 2024-03-04 Health and Wellbeing in Childhood provides a fundamental introduction for educators in key priority areas of health and wellbeing education, including physical education, promoting health in childhood, and strengthening social and emotional learning in young children. It approaches each topic with childhood diversity and complexity in mind. The fourth edition has been comprehensively updated and continues to explore relevant standards and policies, including the revised Early Years Learning Framework. It includes a new chapter on executive functions in early childhood, focusing on the development of higher-order skills required for children to engage in purposeful and goal-directed behaviours. Each chapter features case studies that exemplify practice; spotlight boxes that provide further information on key concepts; and pause and reflect activities, end-of-chapter questions and learning extensions that encourage readers to consolidate their knowledge and further their learning.

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