Early childhood care and education (ECCE) settings offer an opportunity to provide children with a solid beginning in all areas of their development. The quality and efficacy of these settings depend largely on the individuals within the ECCE workforce. Policy makers need a complete picture of ECCE teachers and caregivers in order to tackle the persistent challenges facing this workforce. The IOM and the National Research Council hosted a workshop to describe the ECCE workforce and outline its parameters. Speakers explored issues in defining and describing the workforce, the marketplace of ECCE, the effects of the workforce on children, and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings from the latest research on the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the increasing diversity of the classroom, and the role of kindergarten. The book provides a wealth of case studies, tools and competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child’s life. Learning needs of minority children, children with disabilities, and other special groups are also addressed. Young children’s learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

This new edition of a much-loved book guides you through your Early Years research project from start to finish and draws on the work of Early Years practitioners to illustrate concepts and methods, bringing the entire process to life. Packed with research summaries, key points, checklists and discussion topics, the author shows you how to organize and structure your project, write a literature review, interpret findings and present/write up your project. This edition has been fully updated and revised to include up-to-date references, a focus on ‘Reflective Practice’, and coverage of Early Years Foundation Stage, as well as: Coverage of Action Research, including examples Increased material on using, presenting and analyzing data, including using software More reflective and detailed study aid including case studies, surveys, questions and activities Widely recognized as a leading text in its field, this popular guide explores literacy development beginning in infancy and through fourth grade. The latest edition continues to prepares teachers to create and implement literacy-rich curricula in early childhood classrooms, while providing updates to federal legislation and highlighting the impact of state standards on educational settings. Recent technology is integrated into activities used to enhance literacy competencies. Throughout the book, the author’s approach to effective teaching empowers teachers to become effective decision makers and thoughtful mediators in children’s transactions with literacy. A conceptual and theoretical foundation for describing reading and writing processes is followed by research-based descriptions of the signs of emergent literacy and developmentally appropriate instructional strategies. The emphasis on linguistic and cultural diversity includes an array of approaches for supporting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the increasing diversity of the classroom, and the role of kindergarten. The book provides a wealth of case studies, tools and competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child’s life. Learning needs of minority children, children with disabilities, and other special groups are also addressed. Young children’s learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers. 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 our 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 Neurons explores the questions 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. Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the potential of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional leadership, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

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This book is focused on the key policy issues that today face early childhood education in the United States.

While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read. Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, Preventing Reading Difficulties in Young Children examines factors that put children at risk for poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies, systems, and materials commonly used to teach reading.

Collected are 68 articles on a wide range of topics related to the education of young children in the schools. Section One offers historical perspectives of early childhood education. Section Two samples policy decisions about present and future issues, especially those with economic, social, and philosophical importance. Section Three explores issues, trends, and directions related to unanswered questions and sources of conflict and choice in early education. Section Four goes to the heart of the issues by focusing on preschool programs. Section Five, which concerns curriculum issues, aims to provoke thought by exploring what to teach, and why, how, and how not to teach it. Evidence and evaluation are discussed in Section Six, which summarizes some of what is known and what should be evaluated in the future. Section Seven explores both research and common-sense frameworks for thinking about electronic technology, particularly computers, for early childhood programs. Section Eight concerns parent involvement and partnerships between parents and teachers. Section Nine, which advocates nonviolent childhood, discusses child behavior and discipline. Section Ten probes future issues. Discussion questions are included at the end of each article. Numerous acknowledgements, footnotes, and references are listed by article in the final 33 pages of the book. (RH)

This review of early childhood education and care (ECEC) in twenty OECD countries describes the social, economic, conceptual and research factors that influence early childhood policy.

Caribbean Childhoods: From Research to Action is an annual publication produced by the Children's Issues Coalition at the University of the West Indies, Mona. The series seeks to provide an avenue for the dissemination of research and experiences on children's health, development, behaviour and education, and to provide a forum for the discussion of these issues.

Through analysis of case studies of young children (ages 3 to 8 years), situated in different geographic, cultural, linguistic, political, and socioeconomic sites on six continents, this book examines the interplay of childhoods, schooling, and literacies. Written language is situated within particular childhoods as they unfold in school. A key focus is on children's agency in the construction of their own childhoods. The book generates diverse perspectives on what written language may mean for childhoods. Looking at variations in the complex relationships between official (curricular) visions and unofficial (child-initiated) visions of relevant composing practices and appropriate cultural resources, it offers, first, insight into how those relationships may change over time and space as children move through early schooling, and, second, understanding of the dynamics of schools and the experience of childhoods through which the local meaning of school literacy is formulated. Each case—each child in a particular sociocultural site—does not represent an essentialized nation or a people but, rather, a rich, processual depiction of childhood being constructed in particular local contexts and the role, if any, for composing.

Looking at and listening to picture and story books is a ubiquitous activity, frequently enjoyed by many young children and their parents. Well before children can read for themselves they are able to learn from books. Looking at and listening to books increases children's general knowledge, understanding about the world and promotes language acquisition. This collection of papers demonstrates the breadth of information pre-reading children learn from books and increases our understanding of the social and cognitive mechanisms that support this learning. Our hope is that this Research Topic/eBook will be useful for researchers as well as educational practitioners and parents who are interested in optimizing children's learning.

Beginning literacy with language: young children learning at home & school.


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