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INCLUSIVE EARLY CHILDHOOD EDUCATION: DEVELOPMENT, RESOURCES, AND PRACTICE, Sixth Edition, is a comprehensive special education resource book that provides essential information on a variety of early childhood learning disabilities, as well as strategies for including children with these special needs in regular educational settings. The author provides students with a solid grounding in theory and research, as well as practical guidelines, real-world vignettes, and hands-on program planning assistance to prepare them to integrate children with learning disabilities into their classrooms. Updated throughout, this edition also introduces videos that are available for viewing at the Early Childhood Education Media Library, allowing students to see text concepts brought to life in real classroom settings. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Describes play workshop experiences that give educators a deeper understanding of play-based learning and illustrate the power of play.

Help future teachers create the best programs for young children ages three through eight **Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education** is an all-in-one guide that brings together everything pre-service teachers need to implement an integrated, developmental approach to curriculum-based instruction. The 7th Edition addresses all aspects of classroom life—conceptualization, planning, implementation, and evaluation—for children ages three through eight. This comprehensive, cohesive approach emphasizes the "how" of curriculum development, as well as the "what and why." With practical, re-

search-based guidelines, sample activities and lesson plans for each curriculum domain, and a focus on teaching methods, readers have the tools they need to translate theory into age-appropriate practice that accommodates individual, social, and cultural differences. Also available with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with embedded videos and interactive quizzes. Note: You are purchasing a standalone product; the Enhanced Pearson eText does not come packaged with this content. Students, if interested in purchasing this title with the Enhanced Pearson eText, ask your instructor to confirm the correct package ISBN and Course ID. Instructors, contact your Pearson representative for more information. If you would like to purchase both the physical text and the Enhanced Pearson eText search for: 0134747372 / 9780134747378 **Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education**, with Enhanced Pearson eText -- Access Card Package Package consists of: 013474764X / 9780134747644 **Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education**, Enhanced Pearson eText -- Access Card 0134747674 / 9780134747675 **Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education MATH AND SCIENCE FOR YOUNG CHILDREN**, Eighth Edition, introduces readers to engaging math and science experiences for early childhood and early elementary education programs, and provides an organized, sequential approach to creating a developmentally appropriate math and science curriculum. The content aligns with key guidelines and standards: The National Association for the Education of Young Children's (NAEYC) Professional Preparation Standards (2010); **Developmentally Appropriate Prac-**

tice (DAP) guidelines; Common Core Mathematics Standards; and Next Generation Science Standards (NGSS). The book also addresses STEM/STEAM and the essential domains of child growth and development during the crucial birth-through-eight age range. A valuable resource for the student/future teacher, working professional, or involved parent, **MATH AND SCIENCE FOR YOUNG CHILDREN** emphasizes the interrelatedness of math and science and how they can be integrated into all other curriculum areas. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The primary strength of **BEGINNINGS AND BEYOND: FOUNDATIONS IN EARLY CHILDHOOD EDUCATION**, 10th Edition, is its blend of simplicity and depth. In a clear and easy-to-understand style, the book lays out basic questions any student of early childhood education would want answered -- and presents key concepts, the latest research, and practical examples so that questions are thoroughly answered. Coverage of the current **Developmentally Appropriate Practices (DAP)** is woven throughout the text, as is material on diversity and development, which enables readers to understand that issues of age, gender, race/ethnicity, ability, and family are part of every aspect of teaching and learning. Every chapter has a feature focused on how brain-based research is connected to development, and another that highlights intentional teaching. Through its tone, visuals, and pedagogy, the book is accessible to and respectful of readers with a range of abilities and learning styles. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Access to learning materials has been an issue within education

that has had a profound impact on student outcomes and equality among students. New strategies for promoting more equal access to these materials began within institutions of higher learning and can be adapted at lower levels to facilitate equity within educational systems. *Open Educational Resources (OER) Pedagogy and Practices* is a comprehensive research publication that explores open access to educational materials and its impact on educational cost, educational equity, and poverty. Featuring a range of topics such as instructional design, pedagogy, and gamification, this book is essential for teachers, curriculum developers, instructional designers, principals, school boards, educational professionals, academicians, professors, administrators, educational policymakers, researchers, and educational agencies.

BEGINNING ESSENTIALS IN EARLY CHILDHOOD EDUCATION, Third Edition, is a streamlined foundations textbook that introduces early childhood students to the field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is the teacher? and What is being taught? The four sections address the essentials of early childhood education, emphasizing multiculturalism and developmentally appropriate practice. New to this edition, “Teacher Talk” boxes are first-person accounts from teachers who reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, “Brain Research” boxes showcase some of the most important aspects of brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards, diversity, DAP, professionalism, and ethics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This resource explains DAP so teachers can apply it in their work with kindergartners.

The long-awaited new edition of NAEYC's book *Developmentally Appropriate Practice in Early Childhood Programs* is here, fully revised and updated! Since the first edition in 1987, it has been an essential resource for the early childhood education field. Early childhood educators have a professional responsibility to plan and implement intentional, developmentally appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of each child served. But what is

developmentally appropriate practice (DAP)? DAP is a framework designed to promote young children's optimal learning and development through a strengths-based approach to joyful, engaged learning. As educators make decisions to support each child's learning and development, they consider what they know about (1) commonality in children's development and learning, (2) each child as an individual (within the context of their family and community), and (3) everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole. This latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in child development and learning, including new research about implicit bias and teachers' own context and consideration of advances in neuroscience. Educators implement developmentally appropriate practice by recognizing the many assets all young children bring to the early learning program as individuals and as members of families and communities. They also develop an awareness of their own context. Building on each child's strengths, educators design and implement learning settings to help each child achieve their full potential across all domains of development and across all content areas.

Expanding on its widely respected and unique focus on the critical role of professionals in education, psychology, counseling, health care, and human services, *HUMAN EXCEPTIONALITY: SCHOOL, COMMUNITY, AND FAMILY*, 12th Edition, is an evidence-based testament to the critical role of cross-professional collaboration in enhancing the lives of exceptional individuals and their families. This text's unique lifespan approach combines powerful research, evidence-based practices, and inspiring stories, engendering passion and empathy and enhancing the lives of individuals with exceptionalities. Designed to help students experience individuals with disabilities and their families in a personal and intimate fashion, *HUMAN EXCEPTIONALITY* is an excellent resource for preparing teacher education candidates and practicing teachers, as well as a range of other human services professionals in the fields of psychology, sociology, social work, and the health sciences. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book investigates the unique and dynamic approaches to key issues of changing images of child and childhood, by different

countries in the Asia-Pacific. Key concepts considered are re-conceptualizing early childhood education and care, re-examining early learning standards and redefining professionalism. The Asia Pacific region includes countries belonging to both the Majority and Minority worlds and which vary widely in terms of their cultural geography, social-cultural beliefs, and levels of development, demographic profiles, political systems and government commitments to early childhood services. An international team of experienced researchers from different countries guarantees diverse perspectives. By examining different countries' policy choices and evidence-based practices, the authors show how best to provide for young children based on their countries' strategies.

This volume spells out more fully the principles undergirding developmentally appropriate practice and guidelines for making decisions in the classroom for young children.

Developmental Education is an approach to education in school that aims at promoting children's cultural development and their abilities to participate autonomously and well-informed in the cultural practices of their community. From the point of view of Cultural-historical Activity theory (CHAT), a play-based curriculum has been developed over the past decades for primary school, which presents activity contexts for pupils in the classroom that create learning and teaching opportunities for helping pupils with appropriating cultural knowledge, skills, and moral understandings in meaningful ways. The approach is implemented in numerous Dutch primary schools classrooms with the explicit intention to support the learning of both pupils and teachers. The book focuses especially on education of young children (4 - 8 years old) in primary school and presents the underpinning concepts of this approach, and chapters on examples of good practices in a variety of subject matter areas, such as literacy (vocabulary acquisition, reading, writing), mathematics, and arts. Successful implementation of Developmental Education in the classroom strongly depends on dynamic assessment and continuous observations of young pupils' development. Strategies for implementation of both the teaching practices and assessment strategies are discussed in detail in the book.

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with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the bound print version. This child-centered approach to understanding and planning curriculum focuses on humanistic and progressive education pedagogy in preschool and primary grades. The authors stress a curriculum that is joyful, has meaning to children, is built upon children's strengths, has intellectual integrity, uses developmentally appropriate pedagogy, and encourages teachers to be passionate learners along with children. The book's personal tone, many practical examples, step-by-step lesson planning process, and children's art and photographs of children bring the content to life. The new edition features updating throughout and a number of new features that add to the understanding and usefulness of the concepts, among them: Some things to say sections, end-of-section self-check digital quizzes with feedback, refreshed videos, end-of-chapter Explore and Experience sections, new children's art and photographs of children, new improved lesson planning formats, more examples of integrated curriculum, new sections on teaching curriculum to two-year-olds, and a new connection to current national subject area standards throughout. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablet.* Affordable. Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. 0134479424 / 9780134479422 Meaningful Curriculum for Young Children,, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package, 2nd Edition Package consists of: 013448407X / 9780134484075 Meaningful Curriculum for Young Children, Enhanced Pearson eText -- Access Card, 2nd Edition 0134444264 / 9780134444260 Meaningful Curriculum for Young

Children, Bound Print Version, 2nd Edition

There is a growing interest in understanding how early years care and education is organised and experienced internationally. This book examines key influential approaches to early years care as well as some less well-known systems from around the world. In particular the book aims to: Inform those studying early years about perspectives in other countries Encourage critical thinking about issues, influences and the complexities of early years provision around the world Promote critical reflection on students' own provision and the current context of that provision Each chapter provides an overview of early years provision and explores historical and current influences in context, as well as offering insights into daily life through short vignettes, longer case studies and commentary from practitioners. Whilst many approaches - such as Reggio Emilia, Te Whariki and Head Start - are widely admired, it is important for reflective practitioners to understand the motivation which gave rise to these influential approaches in their original context. Additionally, broadening understanding through information on less widely known systems, the book provides students with a good grounding in the international context of early years, the provenance of different early years approaches and principles, and the influences on their own countries' provision. Written in a straightforward and accessible style, the book is designed to meet the needs of students studying modules related to international perspectives on a range of foundation, bachelor and master's degrees in early years. Contributors: Verity Campbell-Barr, Federica Caruso, Carmen Dalli, Rebecca Carter Dillon, Annie Davy, Chandrika Devarakonda, Alena Drzalová, Hasina Banu Ebrahim, Susan Edwards, Dora Ho, Valerie Huggins, Anne Hunt, Kerstin Kööp, Éva Kovácsné Bakoski, Caroline Leeson, Beth Marshall, Nancy McDermott, Julia Morgan, Joce Nutall, Elin Eriksen Ødegaard, Philip Selbie, Paolo Sorzio, Manabu Sumida, Keangieng (Peggy) Vong, Karen Wickett "The book rightly challenges common assumptions about the value of Western perspectives of ECEC and skilfully enables the reader to recognize the various social, political and economic drivers and processes that have shaped early years pedagogy on a global level." Dr Janet Rose, Early Years Education Award Leader, Bath Spa University, UK "Given the ever increasing interest and importance of global early childhood education and care, this critically informed book offers valuable and challenging internationalised comparative argu-

ments for students and academics at all levels." Dr Guy Roberts-Holmes, Senior Lecturer, Early Years and Primary Education Department, University of London, UK

Discussing learning technologies in relation to young children often provokes a wide range of passionate responses, from sceptics to enthusiasts. This text explores the issues in a holistic, pedagogical and research-informed way. It helps professionals unpick the complex issues involved, understand the scope of available technology, examine the interplay between learning and specific technologies, and more broadly create a vision for a technology-enabled learning environment that is child-centred, playful, creative and interactive. Recurring case studies are analysed from a number of theoretical perspectives, and the approach deliberately goes beyond the scope of 'understanding of the world' to consider the contribution of technology-enhanced learning to a range of different contexts and subject areas. Throughout there are clear links to professional standards, the Early Years Foundation Stage and the characteristics of effective learning.

This book addresses engineering learning in early childhood, spanning ages 3 to 8 years. It explores why engineering experiences are important in young children's overall development and how engineering is a core component of early STEM learning, including how engineering education links and supports children's existing experiences in science, mathematics, and design and technology, both before school and in the early school years. Promoting STEM education across the school years is a key goal of many nations, with the realization that building STEM skills required by societies takes time and needs to begin as early as possible. Despite calls from national and international organisations, the inclusion of engineering-based learning within elementary and primary school programs remains limited in many countries. Engineering experiences for young children in the pre-school or early school years has received almost no attention, even though young children can be considered natural engineers. This book addresses this void by exposing what we know about engineering for young learners, including their capabilities for solving engineering-based problems and the (few) existing programs that are capitalising on their potential.

This book provides an analysis of children's play across many different cultural communities around the globe. Each chapter discusses children's play as an activity important for formal and infor-

mal education, mental health and childhood well-being, and children's hobbies and past-times. Traditional, modern and postmodern play forms are discussed and probed for their meaning within a contemporary global community. Authors address the functions that this phenomenon serves for indigenous cultures and the problems that arise due to the globalization of educational and social resources. Issues that are covered include the importance of conceptualizing the relationship between play and culture, how play varies both within and between cultures, children's non-play activities in relation to play activities, how play is learned and how adults, parents and teachers, as well as older peers and siblings, are all important influences on the play of children. Questions that are raised include: Is it fair to emphasize the importance of certain kinds of play, such as social pretense play? Is this ethnocentric? Is the mastery of certain forms of play (e.g. socio-dramatic play) during the early years critical in the acculturation process? How are different cultures incorporating literacy props in play, or otherwise developing early educational programmes that use play educationally to foster literacy acquisition? These and many other questions or issues are taken up in this volume. At the heart of the book is a focus on human rights, in particular the Child's Right to Play as stated in the UN Convention on the Rights of the Child. The book is committed to the principle of all children reaching their full potential and the enhancement of their families, communities, and cultures through play.

With empirical evidence and theoretical critique, this book unveils the myths and debates (i.e., child-centeredness versus teacher-directedness) about early childhood curriculum, revealing their social, cultural and historical roots. Analyzing globally advocated early childhood curricula and ideologies, such as the developmentally appropriate practice (DAP), the child-centred approach, constructivism, and globalized childhood, this book argues that the direct adoption of these contextually-bound approaches in local contexts may be inappropriate if social and cultural compatibility is lacking. The authors then examine how early childhood curriculums may be implemented in a hybrid form. Featuring case studies from American and Chinese contexts, it offers insights and recommendations for the future development and redeployment of ECC studies and practices in a post-truth era. A valuable resource for scholars and students of early childhood education and comparative education, as well as key education stakeholders.

This book brings together established and emerging scholars from around the globe to highlight new directions for research on young children as active, engaged citizens of classrooms. Divided into three sections, the volume draws on innovative methods to explore diverse conceptualizations of citizenship, children's understandings, and effective practice. Rejecting traditional views of children as citizens-in-preparation, the volume explores how young children can and do live as citizens, and how early childhood educational settings serve as civic forums. Chapters discuss the child-as-citizen in relation to issues including gender, class, race, tribal status, and linguistic diversity, and ultimately illustrate how sociocultural processes in early years settings can be harnessed to promote the development of democratic dispositions and skills. This book establishes citizenship enactment in early childhood education as a robust and growing research area with the potential to shape research, policy, and practice worldwide. As such, it will appeal to researchers and academics with an interest in citizenship education, democracy, and early childhood education, as well as postgraduate students of teacher education and those working across international and comparative education more broadly.

Now its fourth edition, *Planning an Appropriate Curriculum in the Early Years* offers a comprehensive guide for early years practitioners and students on how to plan and implement a suitable curriculum for the children in an Early Years setting. It examines the key roles and responsibilities of practitioners working in Early Years settings and those with responsibility for leading and managing provision for EYFS in primary schools. Completely revised and updated in line with the Statutory Framework for the Early Years Foundation Stage, latest research evidence and OFSTED requirements, this book covers the following aspects of the Early Years including: what we mean by planning an appropriate curriculum in the early years; transition from nursery to school and into Year 1; defining quality learning and play in the early years assessment procedures and examples; integration of two-year-olds into school; the role played by parents and carers in children's learning and development; the ways in which vulnerable children are provided for; examples of planning material developed by practitioners. With case studies of good practice and questions for reflective practice and group work, this timely fourth edition will be welcomed by students and practitioners looking to provide

high quality and effective learning experiences for the under-fives.

For a course serving prospective and in-service early childhood program administrators This text provides specific guidance on planning for, implementing, marketing, and evaluating programs serving children from birth through school age. Designed to be useful for all early childhood administrators, this text includes a balance of research-based statements, implementation strategies, and resources to prompt further investigation. It aids in the initial planning of early childhood programs and is a source of helpful information after programs are under way. The purpose of this text will be realized when the student makes wiser judgments about planning and administering early childhood programs.

In *Play=Learning*, top experts in child development and learning contend that in over-emphasizing academic achievement, our culture has forgotten about the importance of play for children's development.

Whether you direct, administrate or lead early childhood education, *DEVELOPING AND ADMINISTERING AN EARLY CHILDHOOD EDUCATION PROGRAM, 10E* provides the knowledge and skills you need for success. This comprehensive edition highlights the director's role in leading both people and programs, with an emphasis on business and interpersonal skills. You also learn how to select and implement a high-quality curriculum. Updates present the latest changes in the field, including NAEYC's 2020 statement on Developmentally Appropriate Practice and new position statement, *Advancing Equity*. Revised chapters integrate NAEYC's *Power to the Profession Unifying Framework*. A new chapter addresses leadership during change and crisis. Practical insights guide you through all aspects of directing a program -- from budgeting, facility and equipment to selecting, training and supervising staff; working with children and parents; and handling accrediting, licensing, evaluations and improvements. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Is it possible to bring university research and student education into a more connected, more symbiotic relationship? If so, can we develop programmes of study that enable faculty, students and 'real world' communities to connect in new ways? In this accessible book, Dilly Fung argues that it is not only possible but also potentially transformational to develop new forms of research-based

education. Presenting the Connected Curriculum framework already adopted by UCL, she opens windows onto new initiatives related to, for example, research-based education, internationalisation, the global classroom, interdisciplinarity and public engagement. A Connected Curriculum for Higher Education is, however, not just about developing engaging programmes of study. Drawing on the field of philosophical hermeneutics, Fung argues how the Connected Curriculum framework can help to create spaces for critical dialogue about educational values, both within and across existing research groups, teaching departments and learning communities. Drawing on vignettes of practice from around the world, she argues that developing the synergies between research and education can empower faculty members and students from all backgrounds to contribute to the global common good.

This 3rd Edition of CliffsNotes FTCE Professional Education Test encapsulates the major test changes to this important Florida teacher certification test that would-be Florida teachers must pass to become credentialed.

EARLY EDUCATION CURRICULUM: A CHILD'S CONNECTION TO THE WORLD focuses on the role of observation and assessment in early childhood programming, the process of planning and implementing a curriculum, setting up an inclusive child-centered environment, and the uses of evaluation and documentation for continuous program improvement. Updated with current research and standards, the text continues to present new material on brain research that underlies teaching ideas as well as information on reflective practice, intentional teaching, and using the environment as a teaching tool. The seventh edition includes more material on diversity and diversity strategies, activity plans for different age groups, and more floor plans. New case studies provide examples of how activities planned align with specific standards, and allow students to apply knowledge gained to real-life situations. The book retains its strong applied focus on the how-to's of teaching, with many hands-on teaching tips. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book presents basic introductory material on developing and managing curriculum for early childhood education. Designed as a resource for beginning students and as a reference manual for experienced teachers, the text presents focused, sequential cover-

age on curriculum for young children--excluding potentially confusing details about related topics that are covered in longer books. Discussions cover such important topics as similarities in existing approaches to early childhood education, how to meet children's needs through curriculum, and planning and organizing curriculum. The Second Edition features enhanced standards coverage, increased material on diversity and multiculturalism, video integration, new information on how child development affects curriculum, and more. **CURRICULUM FOR YOUNG CHILDREN** also helps students and teachers assess the wealth of activity ideas available from other textbooks, resource manuals, and websites. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Thoughtful and comprehensive, **DEVELOPMENTALLY APPROPRIATE PRACTICE: CURRICULUM AND DEVELOPMENT IN EARLY EDUCATION**, 6th Edition, is designed to meet the needs of new early childhood students as well as experienced teachers, professionals, and parents. It provides an overview of the concepts and theoretical foundations of developmental practices and discusses the practical implications for teachers and caregivers. The text reflects the NAEYC position statement on Developmentally Appropriate Practice and includes content on aligning early childhood teaching practices with national and state education standards, in addition to many student-oriented features and applications. Among other changes, this edition includes new integration of professional standards, model letters for communicating with families, real-world scenarios for practicing intentional decision-making, and the latest on brain research relevant to early education. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Early Childhood Curriculum for All Learners: Integrating Play and Literacy Activities is designed to teach early childhood professionals about the latest research on play and early literacy and then to show them practical methods for adapting this research to everyday classroom practices that will encourage the development of learning skills. The authors link solid, play-based research to specific developmentally appropriate practices. By combining these two areas, the text demonstrates that academic learning and play activities are highly compatible, and that children can and do

develop academic skills through play. In addition, the text focuses on socio-dramatic play, a recently acknowledged, essential aspect of child-initiated play interactions. It provides specific strategies that link these interactive behaviors with the early academic skills needed for the initial primary grades. Implementation of the information presented in this book will enable children to experience a richer transition into primary education classrooms.

This timely and accessible volume explores how our understanding of research in child development can help cultivate the knowledge, skills, and attitudes children need for informed and thoughtful participation in society by viewing the curriculum through a developmental lens. Biddle and Garcia-Nevarez cover a range of key topics including characteristics of physical, cognitive, and psychosocial development of children; heritable and environmental influences on children's developing self; language and literacy development; mathematical cognition; growth mindsets; and evidence-based positive behavioral interventions and supports. The expert team of contributors offers an advanced exploration of developmental science and how this applies to learning and education in order to create inclusive environments that support children with a range of abilities, including those with the most significant medical, intellectual, and developmental delays. Each chapter contains boxes exploring how the topic relates to the themes of "Promoting Social and Emotional Competence Theory," "Research to Practice Connection," "Common Core and Other Standards," and "Social Justice and Diversity," ensuring comprehensive and consistent coverage across the volume. **Developmentally Appropriate Curriculum and Instruction** will be essential reading for students of child development and education, as well as educators and those in teacher training who are interested in how theory and research can be effectively harnessed to improve children's outcomes.

Written for courses in Curriculum in Early Childhood Education and Methods for Teaching Young Children in Preschool and Kindergarten. A comprehensive overview of all the components necessary to run an effective early childhood program as a teacher, this concise new text is keenly focused on application and skill-building, utilizing several areas of child development--aesthetic, affective, cognitive, language, physical, and social--as the basis for curriculum planning. Neither a subject-based nor a materials-based curriculum, this directly applicable text instead promotes several

areas of child development and incorporates subject matter areas—art, math, literacy, and science—into the developmental domains rather than focusing on the subjects themselves. The authors present six activity types (exploratory play, guided discovery, problem-solving, discussions, demonstrations, and direct instruction) in every domain. Furthermore, they provide long-form lesson plans and short form plans that illustrate these activity types in all of the curriculum chapters. Closely aligned to the current developmentally appropriate practice (DAP) guidelines, the text effectively prepares pre-service teachers for the Praxis II exam, if it is required in their state. Promoting the teacher as an active participant in education is another important characteristic of the text, with a detailed discussion of the importance of being intentional in one's teaching and what this looks like in a true classroom environment. The authors support this ideology by explaining and showing how a teacher becomes more active—one ready to make continual judgments about what to plan, how to build on children's interests and knowledge, and how to interact with children to scaffold their learning. Strongly methods-based in its approach, the text also imparts the "how to" of teaching, with a plethora of examples as to what is appropriate to teach children ages three to six years of age.

The sixth edition of *EARLY EDUCATION CURRICULUM: A CHILD'S CONNECTION TO THE WORLD* focuses on the process of planning and implementing a curriculum, and setting up an inclusive child-centered environment. This text meets the needs of a diverse range of students and experienced teachers, helping them to make informed decisions about curriculum content as well as to develop creative thinking and the ability to effectively apply theory to an early childhood classroom setting. Updated to include the most current research and standards, the sixth edition presents new material on brain research that underlies teaching ideas as well as new information on reflective practice, intentional teaching, and using the environment as a teaching tool. The book retains its strong applied focus on the how-to's of teaching, with many new hands-on teaching tips and six new chapters on topics such as observation and assessment, fine motor and manipulatives, and large motor and outdoor play. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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Globalization and Education: Teaching, Learning and Leading in the World Schoolhouse explores the various ways educators' work is influenced by globalization. This book presents topics and contexts traditionally marginalized in mainstream education research discourses and shows how local and global education issues are intersecting and shaping the ways in which ideas and practices are

shared around the world. Each chapter presents an educational issue in an understudied international context, such as Saudi Arabia, Guyana, Bangladesh, Malaysia, Indonesia, Brazil, and Nepal. Topics range from how the knowledge industry shapes education in schools to the impact of globalization on school leadership, teaching, and learning. We invite scholars and practitioners to join us in the world schoolhouse, a place where discussion about educational understanding and improvement is not bounded by national borders, school systems or language. This book will both challenge and expand thinking about the complexities of education during a time of globalization and change.

Empowering Family-Teacher Partnerships: Building Connections Within Diverse Communities prepares students to work collaboratively with families and community professionals in support of children's early education and development. Students are invited to develop a personal philosophy of family involvement to guide their work with families and to join a community of learners in relying upon their collective insights and problem-solving skills to address family involvement challenges. The author takes a student-centered approach to delivering substantive information and framing activities, providing: (a) comprehensive coverage of the diversity of family lives represented in classrooms and strategies for working with those families; (b) challenges to family involvement and strategies for addressing them; (c) strategies for communicating effectively with and empowering families, and (d) reflections, activities, tip boxes, and field assignments designed to facilitate students' skills in building positive family-school-community partnerships.

Emphasizing the director's responsibility as a leader of both people and programs in diverse communities, *DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM*, Ninth Edition, covers the business and interpersonal skills child development professionals need to implement an effective program for young children and their families. It is written primarily for students of early childhood education whether or not they plan to work in the administrative aspects of the field. The book is also a rich source of updated information for practicing directors. In this thoroughly updated edition, the authors provide practical information on all aspects of directing a program, including curriculum selection; funding; budgeting; selecting, training, and supervising staff; housing the program and purchasing equipment; working

with children and parents; accrediting and licensing an early childhood center; and carrying out program evaluation and quality improvement strategies. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Play at the Center of the Curriculum is a resource for those who want to engage children in a developmental zone where children and teachers are learning. Current and future teachers are guided in methods of supporting children's progress through play. This book carefully blends theory and practice. As seasoned teachers,

we demonstrate how to draw both the methods and the content of a successful curriculum from children's play. We interweave anecdotes of children's play, theories of play and development, and instructional strategies that place play at the center of the curriculum.