



Expressive Arts Design Early Years

Barbara Isaacs



Expressive Arts Design Early Years:

Expressive Arts and Design in the Early Years Anni (Early Years and Creative Arts Consultant McTavish, UK),Anni McTavish,2023-12-31 Full of inspiring ideas this book will support and guide early years practitioners and leaders as they develop confidence and expertise in implementing rich and enjoyable arts activities which support all aspects of children s development The Early Years Foundation Stage Ioanna Palaiologou,Editor,2021-02-24 This new fourth edition of The Early Years Foundation Stage is fully updated to bring it in line with key changes in the revised EYFS What is included in this new edition A brand new chapter on Reflective Practice Completely new content in fully revised chapters on Play Pedagogical Documentation Communication and Language Literacy Mathematics Understanding the World and Children s Health and Wellbeing New coverage of Baseline Assessment New and updated case studies throughout the book Taking it Outside examples New coverage of self regulation A student favourite this textbook supports your learning with case studies points for discussion reflective tasks and further reading to help you effectively apply theory in your practice across all areas of the EYFS **Bringing the Montessori Approach to your Early Years Practice** Barbara Isaacs,2014-11-13 Have you ever wondered what the Montessori approach is all about and how it can be used to benefit the young children in your setting This book explains how the Montessori approach works offering guidance on planning and assessment methods alongside practical activities for practitioners to try Throughout there are practical examples involving children of different ages in a wide range of settings to show how Montessori principles have been implemented This new edition has been fully updated to include The revised areas of learning in the EYFS and how these link to Montessori practice An examination of early effective learning Approaches to effective learning in Montessori settings A new chapter on Montessori approaches to the assessment requirements of the EYFSquestions for reflection This convenient guide will help early years practitioners students and parents to really understand what the Montessori approach means to their setting and children **Planning an Appropriate Curriculum in the Early Years** Rosemary Rodger,2012-03-15 Now its third 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 Fully and completely revised and updated in line with the review of the Early Years Foundation Stage and the latest research evidence this book covers all aspects of the curriculum including The areas of learning and development Assessment procedures and record keeping Leadership and management in the early years The role played by parents and carers in children s learning and development Planning for child initiated learning and adult led activities With case studies of good practice and questions for reflective practice and group work this fully updated best seller will be welcomed by students and practitioners looking to provide high quality and effective learning experiences for the under fives

Sustained Shared Thinking in the Early Years Kathy Brodie, 2014-05-30 Used as a measure of quality in the ground breaking Effective Provision of Pre School Education EPPE project Sustained Shared Thinking is fundamental to good early years practice It costs nothing yet research has shown that it improves outcomes for children by supporting their holistic development This book clearly explains what Sustained Shared Thinking is and examines the skills and expertise needed to initiate encourage and facilitate it The book explores the attitudes knowledge and understanding that a practitioner must adopt in order to start or develop successful Sustained Shared Thinking Combining theory with practical guidance it demonstrates how it can be achieved covering all aspects of early years practice including the Characteristics of Effective Learning the Prime and Specific Areas of learning development the role of the practitioner the environment and working with parents Features include boxed links to key theory and research practical strategies highlighted in the text consideration of children at different ages and stages of development links throughout to the Early Years Foundation Stage Written by a leading consultant who regularly delivers training on Sustained Shared Thinking this will be an essential text for students on foundation degree and childhood studies courses as well as early years practitioners *Postdevelopmental Approaches to Childhood Art* Jayne Osgood, Mona Sakr, 2019-03-21 In childhood research children s art making has typically been viewed and understood through a lens of developmental psychology and the notion that children s art making progresses through a linear series of stages continues to dominate how we design and implement art making experiences for young children *Postdevelopmental Approaches to Childhood Art* brings together the work of theorists from around the world who have presented postdevelopmental approaches to childhood art thereby playing a vital part in unsettling the dominance of the developmental paradigm and offering worked examples of alternative models Drawing on sociocultural theory Deleuzian philosophy posthumanism and postmodernism each chapter offers a theoretical basis that challenges developmentalism as well as an application of that theoretical basis The contributors also consider what this shift in our perspective means for the design and implementation of art making experiences for young children *Early Years Practice* Elaine Hallet, 2016-01-14 I would recommend this book to students and trainees who wish to extend their knowledge and understanding of early years practice beyond level 3 This book is accessible up to date and focuses on translating theory into practice incorporating the essential higher order skill of reflection The pedagogical foundations within place children firmly at the centre whilst acknowledging the highly influential early years practitioner in the wider context of family community and inclusive practice Sarah Barton Senior Lecturer and EY ITT Programme Leader School of Education and Continuing Studies University of Portsmouth Are you studying to become an early years teacher or educator or studying for an early years degree and looking for a book to guide you through your qualification With stories of practice questions for reflection further reading and links to the Teachers Standards Early Years this book links professional practice with theory and research and will help you understand how children learn and develop engage with the curriculum and the practice of teaching learn more about the

structure and reality of early years provision and practice for children aged from 0-8 years develop ways to reflect upon your practice develop professional skills and attributes needed to take a leading role understand how to apply all of this to practice This core textbook is ideal for students of early years and early childhood courses and will support you in your practice in the early years

Developing as a Reflective Early Years Professional Carol Hayes, Ruth Hudson, Jayne Daly, Mandy Duncan, 2025-02-28 Helps early years students and practitioners to get to grips with the key issues through a critical and thematic approach which focuses on reflective practice Theories and research into the nature of reflection are examined how they can be used and how they can improve practice producing a more responsive and thoughtful research based workforce for young children and their families In this third edition there is greater emphasis on issues related to inclusion and diversity mental health and communication with parents New pedagogic features include Team Talk designed to get all members of a work based team to pool their expertise and knowledge and to think critically and reflectively upon aspects that may directly affect their settings There is also a new Evidence Informed Research Practice and Reflection feature which offers questions that emphasise the importance of up to date research material informing practice within a setting

The Early Years Reflective Practice Handbook Avril Brock, 2014-07-17 What do early childhood practitioners need to know about reflection and reflective practice Ongoing reforms in early childhood care and education social policy affect all aspects of young children's and their families' lives Decisions are being undertaken at a rapid pace and there is a need for those working in the field of Early Years to consolidate and reflect on their knowledge and practice building on what they already know This timely new book aims to support reflective practice for those working with young children in everyday work and in the wider political context whatever their professional role and whatever level of qualification they hold It takes a fresh look at a breadth of issues relating to early childhood care and education reflecting on policy knowledge and practice Incorporating practical reflection activities case studies exemplar scenarios and questions in each chapter the book considers policy developments and how these have affected young children and their families issues around socio culturalism language ethnicity disposition gender inclusion and socio economics when working with families learning through play and the notions of quality observation and assessment and continuity contemporary issues that practitioners and students on placement may encounter in their everyday work deepening reflective thinking and practice through ongoing and continuing professional development With practical guidance to help the reader reflect on their own practice this text offers invaluable support to early years practitioners looking to develop their career and achieving higher qualification at both undergraduate and at Master's level The book is a must for students on early years courses including early childhood studies initial teacher training and early years teacher status

Special Needs in the Early Years Rebecca Crutchley, 2017-10-23 Fully up to date with the SEND Code of Practice this book explores all the key contemporary issues relevant to supporting children with special needs in an early years context Combining theory with practice it demonstrates how to ensure children's individual

needs are at the heart of early years provision Key topics covered include The history and current climate of SEN provision Working with Parents Models of special needs provision Leadership and inclusion Professional ethics Multi agency working Early intervention International perspectives This core textbook is an essential read for early years students at all levels and early years practitioners who wish to gain a greater understanding of the core issues affecting special needs provision

Music in Early Childhood: Multi-disciplinary Perspectives and Inter-disciplinary Exchanges Susan Young, Beatriz Ilari, 2019-07-17 This book examines four main areas of music in early childhood the traditions of music for young children their capacities for music the way they make music with others and constructed and mediated musical childhoods It studies several themes in detail including music making in the home and family life various musical experiences in schools day cares and the community at large in several locations around the globe It looks at technology and diverse musical repertoires as well as innovative pedagogies children s agency and brain research Expanding on the knowledge bases on which early childhood music education typically draws the book brings together contributions from a range of authors from diverse fields such as education psychology sociology cultural studies anthropology philosophy ethnomusicology and the neurosciences The end result is a volume that offers a broad and contemporary picture of music in early childhood *Becoming a Practitioner in the Early Years* Rose Envy, Rebecca Walters, 2013-04-17 An accessible text for students of the early years examining the role of the practitioner in the early years A core text for all practice related modules *Exploring Wellbeing in the Early Years* Julia Manning-Morton, 2013-09-16 Children s experiences and well being in their earliest years underpin and highly influence their future development and learning Drawing on research with parents children and a range of professionals in the early childhood field this book considers how well being is interpreted in the early childhood field It includes snapshots of what our youngest children think about their well being and examines external environmental contexts that impact on well being The book raises a number of important issues and clarifies priorities that need to be kept at the forefront of practice and provision such as the fundamental importance of prioritizing children and families socio cultural contexts addressing inequalities and developing a listening culture Importantly there is also focus on appropriate pedagogical approaches and aspects of practice that support children s well being in early childhood settings such as adult child relationships quality interactions physical play and creative expression The book also highlights the inseparability of adults and children s well being and therefore the need to consider contexts that enhance the potential for parents and practitioners to experience well being For all students and practitioners who want to put young children s well being at the forefront of their practice this is a fascinating thought provoking and illuminating read Contributors Deborah Albon Mary Dickins Melian Mansfield Penny Holland Micky LeVoguer Penny Mukherji Jasmine Pasch Linda Pound Judy Stevenson This book is a timely reminder that young children have a right to be listened to Wellbeing as a concept is redefined using the voices of children parents and practitioners Important questions are raised about the cost to individuals and society if this is not taken seriously Dilys

Wilson Senior Lecturer in Early Childhood Studies at Middlesex University UK This text brings together research literature theoretical understanding and practical application The book captures the essence of early childhood and provides a dialogue and debate of holistically challenging well being for all This is a book to be treasured Dr Lesley Curtis Headteacher Head of Centre Everton Nursery School and Family Centre This book is an essential discussion and authoritative account of the explorations and research outcomes of the LMU NCB project Talking about well being in early childhood The book represents multi faceted perspectives about children s wellbeing that underpin the values and principles of inclusion understanding that children are citizens with personhood and rights Estelle Martin Anglia Ruskin University UK This book is based on a deep and honest respect for young children and the adults who work and play with them and it illustrates with passion and insight the ways in which emotional and physical well being are built on positive relationships and connections between people Helen Moylett Early Years Consultant and writer This book opens up the way for future analysis of how society can become more at ease with itself so that the unwitting consequences of deeply embedded institutional discrimination intolerance negative assumptions expectations and judgements are removed from young children s lives Jane Lane advocate worker for racial equality in the early years

Understanding the Emotional Needs of Children in the Early Years Tricia Johnson, 2018-06-12 This accessible book focuses on the emotional needs experiences and development of young children exploring the role of the practitioner in ensuring that each and every child feels loved supported and safe able to develop secure attachments and flourish in the first five years and beyond Drawing upon neuro scientific research and referencing key theories relating to attachment and health and wellbeing the book examines the responsibilities of the early years practitioner in supporting children to reach their full potential The response of the adult to the emotional needs of individual children is analysed in detail and the impacts of various experiences cultures and contexts on a child s emotional wellbeing are considered With topics including safeguarding communication the physical environment neurological development and Attachment Theory readers will learn how to respond appropriately to individual children extend their role as a Key Person and their position in a multi professional team increase their understanding of the interaction between home and childcare settings reflect on the importance of in depth observation the environment and quality of care provided in their settings Supported by rich case studies provocations and examples of good practice to encourage reflection and improve future practice Understanding the Emotional Needs of Children in the Early Years is an engaging and comprehensive guide for all early years practitioners early years students and professionals including paediatric nurses health visitors and social workers

Early Years Foundations: Critical Issues Janet Moyles, Jane Payler, Jan Georgeson, 2014-01-16 The new edition of this best selling book looks critically at the 2012 Early Years Foundation Stage curriculum and draws attention to issues that underlie the EYFS and the implications for children from birth to five With its questions for reflection and discussion further reading and useful websites Early Years Foundations is essential and informative reading for students studying any early

years or early childhood course or working towards Early Years Teacher Status Among the many challenges facing early years professionals there are continual dilemmas arising between perceptions of good practice the practicalities of provision and meeting OfSTED requirements This exciting and innovative new edition supports practitioners in thinking through their responsibilities in tackling some of the many challenges they encounter for example that children are still perceived as deficit in some way and in need of being school ready rather than as developing individuals who have a right to a childhood and appropriate early education Chapters explore the rationale behind early years practice based on theory and research covering important topics including Prime and specific areas of learning and development Observation and assessment Pedagogy Working with parents Difference and diversity Contributors Sue Bingham Gill Boag Munroe Liz Brooker Helen Clarke Anne Cockburn Rosie Flewitt Jan Georgeson Michael Jones Lilian G Katz Caroline Leeson Paulette Luff Jayne Osgood John Parry Jane Payler Karen Phethean Linda Pound Anne Rawlings Jonathan Rix Sue Rogers Anita Soni Suzy Tutchell Judith Twani Jane Waters David Whitebread Early Years Foundations Critical issues is a timely and valuable edition for the early childhood bookshelf offering high quality scholarship combined with deep understanding of early childhood practice Jane Murray PhD Senior Lecturer University of Northampton UK This book stands out amongst the crowd for a number of reasons In particular the status of the three editing authors means that the content of the book is to be trusted to be both informed and thorough in its attention to detail and this second edition has been carefully updated to incorporate recent reforms and initiatives The editing authors insistence on the creation of an early years text that centres on a critically reflective review of contemporary policy and research can only help to build the argument for a better future for young children s care and education Dr Kathy Goouch Reader in Education Canterbury Christ Church University UK This book is not another bland how to do it manual to accompany the EYFS it goes much further in offering a truly challenging critique This should be essential reading for experienced practitioners as well as Early Childhood Studies students Denise Hevey Professor of Early Years University of Northampton UK

The Project Approach in Early Years Provision Marianne Sargent, 2014-01-07 The Project Approach in Early Years Provision is designed to help early years students practitioners and managers understand and manage project work with young children The project approach is designed to enable early educators to ensure young children are learning in the best possible way by providing motivating learning opportunities Put the project approach into practice using the included resources with adaptable and printable planning and observation forms Link the approach to the requirements of all four British early years curricula Develop children s personal and social skills by encouraging collaboration with others Provide a meaningful context for children to practice their literacy and numeracy skills Promote sustained shared thinking by facilitating projects that involve children in active investigation discussion and debate Give each child the freedom to learn according to their individual needs interests aptitudes and abilities [Early Childhood Studies](#) Jenny Willan, 2024-02-08 Fully updated in its 2nd edition this comprehensive and accessible book is a one stop introductory

text for those entering the field of early childhood studies and early years Scholarly and engagingly written it covers all the key contemporary debates from child development language acquisition and play to professional practice health and wellbeing and diversity and inclusion The new edition includes two new chapters on fostering creativity and sustainability It covers the urgent post pandemic need for early childhood practitioners to lead the remedial work for the 2020 generation of babies who lost valuable socialisation opportunities and includes discussion of the current schoolification of early childhood and the pursuit of data as a driver of education and care provision It also examines the impact of health and income inequalities Covid 19 global neoliberal policies and Brexit on the early childhood landscape An excellent all rounder it covers everything a student of early childhood will need Each of the eighteen chapters has at least one global case study and includes reflective exercises topics for discussion assignments and further reading lists Throughout the book vital connections are made between theory and practice to help students prepare for a career working with a diverse community of children parents and professionals

Education and Childcare T Level: Early Years Educator: Updated for first teaching from September 2022 Penny Tassoni,Louise Burnham,Janet King,2023-02-06 Begin your path to a career in Education and Childcare with this T Level textbook that covers both the core content and the education and childcare specialism content you will need to understand to be successful in your qualification For first teaching from September 2022 Develop your understanding of the key principles concepts theories and skills that will give you a solid foundation of knowledge to support you during your industry placement Created in partnership with CACHE and written by highly respected authors Penny Tassoni Louise Burnham and Janet King you can feel confident relying on the insights and experience of these experts Track and consolidate your learning using the learning outcomes at the beginning of every unit and Test Yourself questions throughout each unit Ensure you don't miss any important terminology with key terms highlighted and defined in context Contextualise your learning with case studies reflection tasks and practice points Prepare for your examinations with knowledge based practice questions Understand how to approach your assignments with practical tasks and model answers

Essential Guides for Early Career Teachers: Teaching Early Years Lorna Williams,Colin Howard,2025-02-28 Aimed at all beginning teachers involved in early years teaching This text looks at the unique role of the early years teacher and outlines how you can support the development of children as unique individuals through an enabling environment building success through effective relationships outstanding provision and purposeful assessment It encourages you to think about your own development in a holistic sense in order to promote outstanding professional practice The Essential Guides for Early Career Teachers provide accessible carefully researched quick reads for early career teachers covering the key topics you will encounter during your training year and first two years of teaching They complement and are fully in line with the new Early Career Framework and are intended to assist ongoing professional development by bringing together current information and thinking on each area in one convenient place

The Early Years Professional's Complete

Companion 2nd edn Pam Jarvis, Jane George, Wendy Holland, 2013-09-13 Fully updated to reflect the changes to the Early Years Professional Status EYPS qualification this second edition remains the essential handbook to support all those considering or working towards EYPS and on whichever pathway they embark Organised into three parts the text starts by leading you through the initial requirements for entry to the programme providing an overview of the different pathways It goes on to focus on the standards against which all EYP candidates are tested and then finally looks at the new validation process and beyond Although closely linked to the standards required for EYPS and their relationship with the Early Years Foundation Stage the book is not a standard by standard manual it supports you in developing an organic holistic perspective on childcare and education combining practical skills with knowledge development The text includes case studies based on real practice scenarios ideas for practical activities further reading reflection interviews and advice from EYPS candidates who have successfully negotiated the validation process

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