Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions

Early Childhood Education

The book offers a comprehensive approach to urban teacher education. Topics cover recruitment, a large-scale Professional Development School model, and an early childhood residency graduate program, induction support for new teachers, and finally, professional development for candidates and experienced, in-service teachers.

Right from the Start

Includes 99 ready-to-use tips to build early skills in literacy, math, science, social studies, creativity, music, and movement. For teachers of children ages 2-5.

Preparing Teachers for Inclusive Education

"New foreword by Rhian Evans Allvin"--Cover.
Guiding Principles for the New Early Childhood Professional

Learning Stories and Teaching Inquiry Groups is a practical text focused on how ECE practitioners can establish teacher inquiry and reflection groups and integrate the use of learning stories to strengthen their assessment, teaching practices, and knowledge of child development. Drawing on relevant research and the authors' direct work with teachers, the book focuses on describing ways the authors have adapted the framework of the learning stories approach from New Zealand to specific US educational contexts via examples from several urban and rural ECE contexts. The book provides practical examples of novice through veteran early childhood teachers engaging and collaborating in onsite and cross-site inquiry and reflection with a focus on learning stories. This text will be useful for infant, toddler, and preschool teachers taking courses at the AA, BA, and MA levels, as well as teachers engaged in onsite professional development. This text will help early childhood educators learn to write learning stories as an observational and assessment approach to document young children's learning experiences and to deepen teachers' understanding of the role of narrative in linking child development knowledge with effective environmental design, high-quality curricular approaches, and socially and culturally inclusive relationship practices. The text will support early childhood educators' professional development through easily understood instructions and case study samples of inquiry work with learning stories through community of practice. Educators will learn how linking learning stories with regular, systematic forms of teacher inquiry, documentation, and reflection promotes a new image of children as holistic learners.

Preparing for Inclusive Teaching

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 the 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 science 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 learning, 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.

Connecting High-Quality Educators with Urban Students

This book—a companion volume to Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers—is designed to assist instructors in using Inclusive Education as a text for preservice or in-service teacher education courses. Part I (Chapters 1-5) of Preparing Teachers for Inclusive Education provides a general introduction to case pedagogies and chapters describing curricula that teacher educators have developed using cases designed to prepare teachers for inclusive education. Part II provides Teaching Notes that correspond to the 14 cases in Inclusive Education.

Early Childhood Education

Teaching as Principled Practice: Managing Complexity for Social Justice presents a practical vision for effective teacher development emphasizing social justice. This vision is encompassed in a set of six principles that underlie the authors’ work with pre-service teachers, and is intended to guide one’s practice in the classroom. The text’s primary focus is on children and youth who have been traditionally underserved by educational institutions in the United States. It speaks directly to both pre-service and experienced teachers in a way that addresses the challenges of urban education for teachers and children.

Eager to Learn

From Play to Practice

Discover how to develop and implement equitable strategies and practices that support every child in your classroom

An Examination of Teacher Knowledge of and Satisfaction with the California Early Childhood Education Program as Implemented in the Mount Diablo Unified School District

Early Childhood Education: Becoming a Professional is an inspiring introduction to the world of early childhood education, preparing the teachers of tomorrow to reach their full potential in their schools and communities. Written by a diverse and experienced author team (Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree-Henderson, and Alicia Valero-Kerrick), this text engages readers to connect contemporary educational and developmental theory and research to developmentally appropriate practices and applications that are easily implemented in the classroom. In response to today’s ever-changing educational environment, the text focuses on both the importance of taking personal and professional responsibility, as well as today’s issues in diversity— from supporting children with
exceptionalities to supporting children and families in broader cultural contexts.

Teaching as Principled Practice

Examines systemic issues contributing to inequities in early childhood, with ways faculty, teachers, administrators, and policymakers can work to disrupt them.

Learning Stories and Teacher Inquiry Groups: Re-Imagining Teaching and Assessment in Early Childhood Education

'This text will be an invaluable addition to the reading of students and tutors alike. It has been written thoughtfully for students embarking on university courses that study aspects of early childhood education. The introductory chapters give the reader a sense of the thinking and reflection that is helpful for them at the beginning of their studies and a clear focus on the rights of our youngest children roots the text in a sound pedagogical frame. The later chapters broaden the argument and feel very relevant to the current context in their explorations of the policy and practice of EYFS. I would strongly recommend this text.' - Jo Albin-Clark, Senior Lecturer in Early Years Education, Edge Hill University

This book introduces all the most important aspects of early years care and education, and will help you develop the key skills needed to study at degree level. Each chapter introduces major concepts and theories which allow you to explore the foundations of key early childhood issues and apply them in practice. Topics include: Children’s rights The Early Years curriculum How children learn and develop Health and well-being As well as looking at important aspects of study such as: How to search primary sources, such as policy documents and journals How to use your personal experience in studying How to develop critical reading and writing skills With specific learning features designed for different levels of study, this book will be invaluable to students studying at levels 4 and 5 of early childhood degrees and foundation degrees, with features designed to support students as they make the transition to honours level study. Digital resources for extra support! Check out the companion website for additional material including: interactive glossary flashcards journal tasks web links to more handy online resources

Planning for Play

Shortlisted for the 2013 Nursery World Awards! Margaret Carr’s seminal work on Learning Stories was first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following. In this new full-colour book, the authors outline the philosophy behind Learning Stories and refer to the latest findings from the research projects they have led with teachers on learning dispositions and learning power, to argue that Learning Stories can construct learner identities in early childhood settings and schools. By making the connection between sociocultural approaches to pedagogy and assessment, and narrative inquiry, this book contextualizes Learning Stories as a philosophical approach to education, learning and pedagogy. Chapters explore how Learning Stories: - help make connections with families - support the inclusion of children and family voices - tell us stories about babies - allow children to dictate their own stories - can be used to revisit children's learning journeys - can contribute to teaching and learning wisdom This ground-breaking book expands on the concept of Learning
Stories and includes examples from practice in both New Zealand and the U.K. It outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed and shows, through research evidence, why the early years is such a critical time in the formation of learning dispositions. Margaret Carr is a Professor of Education at the University of Waikato, New Zealand. Wendy Lee is Director of the Educational Leadership Project, New Zealand.

Learning Stories

Anti-Bias Education for Young Children and Ourselves

Science and Mathematics in Early-childhood Education

With growing evidence about the critical period of birth to age 5 for child development and learning, the imperative to professionalize the early childhood education workforce has never been greater. In this follow-up to The New Early Childhood Professional: A Step-By-Step Guide to Overcoming Goliath, the authors share lessons learned from their work with thousands of practitioners. They focus on four Guiding Principles to leading change: the need to respect diverse opinions, to seek equity, and to acknowledge the field's strengths while doing the hard work to enhance competence. With a strategic emphasis on building professional communities, strengthening professional capital, and working together to craft solutions, Guiding Principles for the New Early Childhood Professional presents a clearer vision of a unified future in early childhood care and education.

Transforming the Workforce for Children Birth Through Age 8

The concept of “funds of knowledge” is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents “how to do school” although that could certainly be an outcome if the parents so desired. Instead, the funds of
knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

Report on Research and Teacher Education Projects for Disadvantaged Children

This text is designed for advanced Curriculum, Methods, and Issues courses in Early Childhood Education and Child and Family Studies departments. As the only text of its kind, this book provides in-depth information about Vygotsky's theories, neo-Vygotskians' findings, and concrete explanations and strategies that instruct teachers how to influence student learning and development. Key changes to this edition include a new chapter on dynamic assessment, separate and expanded chapters on developmental accomplishments of infants and toddlers, preschool/Kindergarten, and primary grades and o.

Indian Early Childhood Education

With the Whole Child in Mind

Young children learn best through play. Planning for Play helps educators understand the different types of play and the rich opportunities offered through carefully planned time and environments designed for valuable pre-K play experiences.

A Report on Research and Teacher Education Projects for Disadvantaged Children

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

The Sun's Not Broken, a Cloud's Just in the Way

This revised text reflects changes in ECE in the past few years. It looks at early childhood education as a unified field which encompasses the nursery school, preschool and primary years (ages 3-8). The book consists of three parts: a foundation for curriculum teaching in the early years; a discussion of educational issues that affect early childhood teachers; and coverage of specific subject areas in the early childhood programmes from preschool through the primary grades.

Indian Early Childhood Education

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins,
children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education 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 about 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 needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for 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. Approaches to assessing 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.

Standing in the Gap

The Kansas Teacher

Early Childhood Education Electronic Version

Supporting new teachers for success in the first years! This helpful guide will take new teachers on a journey of discovery. Learn to utilize key strategies to build confidence in the classroom and quickly get connected to resources and educators in the field who can stand in the gap to support them. You’ll learn to easily: Connect with online Communities of Practice Find and plan appropriate lessons Connect your students to classrooms around the world Collaborate with a face-to-face or virtual mentor Includes tips on building your online bio, mastering apps and hardware tools, vetting online resources, getting organized, using Twitter, Ning, Instagram, and beyond!

Children's School Success

The first self-care book designed specifically for the early childhood field, Culturally Responsive Self-Care Practices for Early Childhood Educators is filled with helpful strategies and tools that you can implement immediately. Recognizing that self-care is
not one size fits all, the authors present culturally responsive strategies drawn from diverse early childhood staff working in a range of roles across communities and contexts. By tying the importance of educator self-care to goals of social justice and equity, this book advocates for increased awareness of the importance of self-care on both an individual and institutional level. Through key research findings, effective strategies and personal anecdotes, this accessible guide helps readers understand and engage with the critical role self-care and wellness-oriented practices play in creating strong foundations for high quality early learning programs.

Ethics and the Early Childhood Educator

A resource to help institutions navigate the choppy waters of reform. Grounded in the reform effort of a large state university with a history of excellence in teacher education, this book provides teacher educators and institutions with a valuable resource for navigating the choppy waters of reform. Contributors, all involved in the reform process, tell the story of the University of Florida’s efforts in the mid-1990s to unify general and special education in its teacher education program. The book examines various aspects of the reform process, explains challenges faced by teacher educators within today’s context and particularly within the context of large research institutions, presents strategies leaders use to keep reform on track in spite of challenges, and includes detailed descriptions of the nature and structure of the reformed program. Also included are valuable insights of teacher education experts from other institutions to contextualize the particulars of this reform within the national education and teacher education scenes. At the University of Florida’s School of Teaching and Learning, Elizabeth Bondy is Professor of Elementary Teacher Education and Dorene D. Ross is Professor of Elementary Teacher Education. They are the coauthors (with Diane W. Kyle) of Reflective Teaching for Student Empowerment: Elementary Curriculum and Methods.

Funds of Knowledge

Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

Families + Educators

Right from the Start

Learn how to work with and relate to the family of each child in an early childhood education program. Includes ideas about transforming the way schools and programs relate to families - each one according to their unique assets and needs with the goal of enriching and enlivening the school community and ensuring better outcomes for each child and the entire program. It will emphasize strategies for getting to know each family the way you get to know an individual person, and learn about their interests, their strengths, their style of interacting and their needs/challenges to encourage programs to move away from one-size-fits-all approaches to family engagement.
More Help! For Teachers of Young Children

This book's five-step continuous improvement model shows how to transform schools with value-added analysis—the most robust, statistically significant method for measuring student learning over time.

Preparing Pre-Service Teachers for the Inclusive Classroom

How can inclusive early educators plan and deliver challenging instructions to help all young learners succeed in kindergarten? This guide has authoritative answers from some of today's most renowned names in early childhood education. Presenting the Children's School Success+ (CSS+) framework, for building a UDL-based plan for inclusive preschool instruction, this book is a powerful tool for using your existing curriculum to address each child's unique learning needs. Through practical, evidence-based strategies and guidelines, you'll discover how to equalize access to curriculum content while giving learners multiple ways to access and possess new knowledge. Keep this resource at your fingertips to guide your curriculum and instruction—so all young children have the skills they need to success in kindergarten and beyond. LEARN HOW TO Identify a developmentally appropriate scope and sequence for your students' learning objectives Ensure a coherent, engaging curriculum that continuously builds on the knowledge and skills your students acquire Develop UDL-based activity plans that support every child's learning Use differentiation and individualization strategies for students who need extra supports Select and implement successful progress monitoring strategies Improve your teaching through a continuous loop of planning, instruction, and monitoring Work and play well with your colleagues Engage in partnership with families to support their children's success PRACTICAL MATERIALS: You'll get a wealth of downloadable online resources for implementing the framework, plus specific tips and strategies on addressing key topics such as behavior, classroom organization, and collaboration with families. You'll also see the framework in action, with recurring vignettes in diverse early childhood settings, including a public preschool, a Head Start classroom, and an early childhood special education classroom.

Foundations of Early Childhood

Among the many models of school reform that have emerged in the late 20th and early 21st centuries, one has endured for more than 50 years: the School Development Program (SDP). Established in 1968 by renowned child psychiatrist James P. Comer and the Yale Child Study Center, the SDP is grounded in the belief that successful schooling—particularly for children from disadvantaged backgrounds—must focus on the whole child. With that in mind, the SDP encompasses both academics and social-emotional development, and it is founded on positive and productive relationships among students, teachers, school leaders, and parents. With the Whole Child in Mind describes the SDP's six developmental pathways (cognitive, social, psychological, physical, linguistic, and ethical) and explains how the program's nine key components (in the form of mechanisms, operations, and guiding principles) create a comprehensive approach to educating children for successful outcomes. Firsthand recollections by Comer, school leaders and teachers, and SDP staff members provide an inside look at the challenges and successes that eventually transformed severely underperforming schools into models of excellence. Linda
Darling-Hammond, one of the country’s foremost experts on K-12 education, and her colleagues argue persuasively for the continuing relevance of the SDP. Far too many schools still operate in a high-pressure environment that emphasizes testing and standardized curricula while ignoring the fundamental importance of personal connections that make a profound difference for students. Fifty years on, the SDP is still just as powerful as ever.

Tools of the Mind

Each and Every Child

This book is full of practical teaching ideas, techniques for communicating with parents, and administrative strategies to motivate and inspire. Once you pick it up, you will want to share this book with other teachers.

Culturally Responsive Self-Care Practices for Early Childhood Educators

Preparing Teachers for Deeper Learning

Teachers must be prepared to create an effective learning environment for both general education students and students with special needs. This can be accomplished by equipping teachers with the proper knowledge and strategies. Preparing Pre-Service Teachers for the Inclusive Classroom discusses the latest approaches, skills, and methodologies on how to support special needs students. Highlighting relevant perspectives on technology implementation, curriculum development, and instructional design, this book is an ideal reference source for pre-service teachers, teacher educators, researchers, professionals, and academics in the education field.

How to Use Value-Added Analysis to Improve Student Learning

Preparing Teachers for Deeper Learning answers an urgent call for teachers who educate children from diverse backgrounds to meet the demands of a changing world. In today’s knowledge economy, teachers must prioritize problem-solving ability, adaptability, critical thinking, and the development of interpersonal and collaborative skills over rote memorization and the passive transmission of knowledge. Authors Linda Darling-Hammond and Jeannie Oakes and their colleagues examine what this means for teacher preparation and showcase the work of programs that are educating for deeper learning, equity, and social justice. Guided by the growing knowledge base in the science of learning and development, the book examines teacher preparation programs at Alverno College, Bank Street College of Education, High Tech High’s Intern Program, Montclair State University, San Francisco Teacher Residency, Trinity University, and University of Colorado Denver. These seven programs share a common understanding of how people learn that shape similar innovative practices. With vivid examples of teaching for deeper learning in coursework and classrooms; interviews with faculty, school partners, and novice teachers; surveys of teacher
Preparation of candidates and graduates; and analyses of curriculum and practices, Preparing Teachers for Deeper Learning depicts transformative forms of teaching and teacher preparation that honor and expand all students’ abilities, knowledges, and experiences, and reaffirm the promise of educating for a better world.