

MARGARET CARR



Assessment in Early Childhood Settings

Learning Stories



Assessment In Early Childhood Settings Learning Stories

Rod Parker-Rees, Jenny Willan



Assessment In Early Childhood Settings Learning Stories:

Assessment in Early Childhood Settings Margaret Carr,2001-07-23 This book shows that an early childhood setting can be described as a learning place in which children develop learning dispositions such as resilience in the face of uncertainty confidence to express their ideas and collaborative and thoughtful approaches to problem solving These dispositions provide the starting point for life long learning The author asks How can we assess and track children s learning in the early years in a way that includes learning dispositions and avoids the pitfalls of over formal methods whilst being helpful for practitioners interesting for families and supportive for learners The book describes a way of assessment that stays close to the children s r *Learning Stories in Practice* Margaret Carr,Wendy Lee,2019-05-17 The sequel to the ground breaking *Learning Stories* this book further discusses the philosophy behind the notion of narrative assessment while being practical guide on how to write good stories and engage with a range of audiences **Assessment in Early**

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Assessment and Data Systems in Early Childhood Settings Claire McLachlan,Tara McLaughlin,Sue Cherrington,Karyn Aspden,2023-01-01 This book describes the use of data systems in early childhood settings birth to eight years for the purposes of assessment evaluation and curriculum planning It presents an international collection of research examining ways in which teachers and researchers have revisited notions of what constitutes effective assessment revised ways in which they assess children s learning and development and use the knowledge gained for curriculum planning It offers insights into contemporary research on how teachers and children are engaging with data systems as part of effective assessment and how these approaches influence practice This book presents recent theorizing and examples of research which have investigated innovative approaches to assessment using data systems in early years settings It represents both early childhood and junior primary contexts and includes research which focusses on teachers perspectives and reflections on use of data systems It also examines research which reflects on what children gain from being involved in these data systems **Learning Stories** Margaret Carr,Wendy Lee,2012-06-19 This text shows how learning stories can help create learner identities and affect education pedagogy and learning *Assessing and Evaluating Early Childhood Education Systems* Susanne Garvis,Heidi Harju-Luukkainen,Jonna Kangas,2022-07-04 This book provides global perspectives on assessment and evaluation practices with young children in contemporary times within early childhood education systems It

critiques and evaluates current evaluation and assessment goals and tools in early childhood settings The book also compares the different approaches to educational evaluations from different countries in early childhood education and care It provides insights into different approaches techniques as well as perspectives of micro and macro levels of analysis This book aims to create an international understanding about the thematic conceptions of assessment for early childhood education and care *Beyond Listening* Clark, Alison, Peter Moss, Kjørholt, Anne Trine, 2005-10-19 From both an international perspective and through combining theory practice and reflection this book examines critically how listening to young children in early childhood services is understood and practiced

The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care Tricia David, Kathy Goouch, Sacha Powell, 2015-10-05 The Routledge Handbook of Philosophies and Theories of Early Childhood Education and Care brings together leading writers in the field to provide a much needed authoritative guide to the major philosophies and theories which have shaped approaches to Early Childhood Education and Care Providing a detailed overview of key concepts debates and practical challenges the handbook combines theoretical acumen with specific examples to show how philosophies and theories have evolved over the centuries and their impact on policy and society It examines the ways in which societies define and make sense of childhood and the factors that influence the development of philosophies about young children and their learning The collection offers an insight into the key theorists and considers how the economics and politics of their time and personal ideology influenced their ideas about childhood It looks at curricula and provision which have proved inspirational and how these have impacted on policy and practice in different parts of the world The handbook also explores alternative and perhaps less familiar philosophies and ideas about babies and young children their place in society and the ways in which it might be appropriate to educate them Bringing together specially commissioned pieces by a range of international authors this handbook will enable academics research students practitioners and policy makers to reflect on their own understandings and approaches as well as the assumptions made in their own and other societies

Unlocking Assessment Sue Swaffield, 2008-04 Assessment is a prime concern for everyone involved with education Unlocking Assessment explores the values principles research and theories that underpin our understanding of assessment encouraging an enquiring and reflective approach to practice

Unsettling the Colonial Places and Spaces of Early Childhood Education Veronica Pacini-Ketchabaw, Africa Taylor, 2015-03-24 Unsettling the Colonial Places and Spaces of Early Childhood Education uncovers and interrogates some of the inherent colonialist tensions that are rarely acknowledged and often unwittingly rehearsed within contemporary early childhood education Through building upon the prior postcolonial interventions of prominent early childhood scholars Unsettling the Colonial Places and Spaces of Early Childhood Education reveals how early childhood education is implicated in the colonialist project of predominantly immigrant post colonial settler societies By politicizing the silences around these specifically settler colonialist tensions it seeks to further unsettle the

innocence presumptions of early childhood education and to offer some decolonizing strategies for early childhood practitioners and scholars Grounding their inquiries in early childhood education the authors variously engage with postcolonial theory place theory feminist philosophy the ecological humanities and indigenous onto epistemologies Early Childhood in the Anglosphere Peter Moss,Linda Mitchell,2024-05-09 Written by two leading international experts Early Childhood in the Anglosphere offers a unique comparison of early childhood education and care services and parenting leave across seven high income Anglophone countries Peter Moss and Linda Mitchell explore what these systems have in common including the dominance of childcare services widespread privatisation and marketisation and weak parenting leave They highlight the substantial failings of these systems and the causes and consequences of these failings But this book is ultimately about hope about how these failings might be made good through major changes In other words it is about transformation why transformation is both necessary and possible at this particular time what transformation might look like and how it might happen Part of that transformation concerns the need for new policies and structures but even more it is about how the Anglosphere thinks about early childhood The authors call for turning away from conceptualising early childhood services as childcare and marketised businesses selling commodities to parent consumers and for reconceptualising them as education imbued with an ethics of care a public good available as a right to all children and families and complemented by well paid individual entitlements to parenting leave Using examples from the Anglosphere and beyond and in a context of converging crises the book argues that transformation of thinking policies and structures is desirable and doable The Multiple Identities of the Reception Teacher Anna Cox,Gillian Sykes,2016-06-10 The Reception Year is a special time for children and their teachers This text celebrates the uniqueness of the Reception Year and the unique role of the Reception Teacher This is a book for those aspiring to be reception teachers those new to teaching in reception and for those with a love for the reception year This text addresses many key features of working with 4 and 5 year olds in the reception class environment These include creating a positive learning environment that values every child involving parents and carers in children s learning understanding about child development to support your role spreading the word on the importance of early years teaching and learning discovering what works for you and your class creating effective learning spaces and resources harnessing the learning potential of the outdoor environment taking risks and challenging yourself and your class being the best teacher for your class this year and in the years to come Working in Reception you are not just a teacher You will also be a carer a collaborator in learning a partner in play a creator of magical environments a leader of your team and an observer of the creativity and skills of young learners This text will help you to understand your role and be the best Reception teacher you can be **Reconceptualizing Early Mathematics Learning** Lyn D. English,Joanne T. Mulligan,2013-05-09 This book emanated primarily from concerns that the mathematical capabilities of young children continue to receive inadequate attention in both the research and instructional arenas Research over many

years has revealed that young children have sophisticated mathematical minds and a natural eagerness to engage in a range of mathematical activities. As the chapters in this book attest, current research is showing that young children are developing complex mathematical knowledge and abstract reasoning a good deal earlier than previously thought. A range of studies in prior to school and early school settings indicate that young learners do possess cognitive capacities which with appropriately designed and implemented learning experiences can enable forms of reasoning not typically seen in the early years. Although there is a large and coherent body of research on individual content domains such as counting and arithmetic, there have been remarkably few studies that have attempted to describe characteristics of structural development in young students' mathematics. Collectively, the chapters highlight the importance of providing more exciting, relevant and challenging 21st century mathematics learning for our young students. The chapters provide a broad scope in their topics and approaches to advancing young children's mathematical learning. They incorporate studies that highlight the importance of pattern and structure across the curriculum, studies that target particular content such as statistics, early algebra and beginning number, and studies that consider how technology and other tools can facilitate early mathematical development. Reconceptualising the professional learning of teachers in promoting young children's mathematics, including a consideration of the role of play, is also addressed.

Strong Foundations Anna Kilderry, Bridie Raban, 2021-01-01. *Strong Foundations: Evidence informing practice in early childhood education and care* celebrates the progress made by the Australian early childhood education and care profession since the implementation of the Early Years Learning Framework. Recognising this progress, Associate Professor Anna Kilderry and Honorary Professor Bridie Raban lead a team of 34 notable contributors from 13 universities and institutions throughout Australia who focus on the challenges of access, equity and quality that remain across the sector. With a Foreword by Professor Alison Elliott, *Strong Foundations* brings together knowledge and insights from research in education, health, social care, child safety, science, mathematics and the arts. The critical importance of health, wellbeing and safety in the first five years of children's lives is reflected in a particular focus on supporting positive lifestyle choices on social and emotional development and on the role that adults play in keeping children safe. The book addresses policy requirements from the Early Years Learning Framework, the National Quality Standard and Quality Improvement Plans, highlighting links between research and practice and making connections to the five EYLF Learning Outcomes. With an emphasis on professional practice expectations, *Strong Foundations* showcases evidence from Australian and international research and provides case studies of early childhood educators applying evidence-informed actions in a wide variety of education and care settings. *Strong Foundations* translates high quality, peer-reviewed research into everyday practice and supports early childhood educators in improving long-term outcomes for children, families and communities.

Early Years Education: Curriculum issues in early childhood education Rod Parker-Rees, Jenny Willan, 2006. This collection of papers provides a useful resource for scholars who need to ground their own study in a wider historical and global discourses.

concerning the education of children under eight *Transforming Early Childhood in England*: Claire Cameron, Peter Moss, 2020-08-03 Early childhood education and care has been a political priority in England since 1997 when government finally turned its attention to this long neglected area Public funding has increased policy initiatives have proliferated and at each general election political parties aim to outbid each other in their offer to families *Transforming Early Childhood in England Towards a Democratic Education* argues that despite this attention the system of early childhood services remains flawed and dysfunctional National discourse is dominated by the cost and availability of childcare at the expense of holistic education while a hotchpotch of fragmented provision staffed by a devalued workforce struggles with a culture of targets and measurement With such deep rooted problems early childhood education and care in England is beyond minor improvements In the context of austerity measures affecting many young families transformative change is urgent **Expanding Notions of Assessment for Learning** Bronwen Cowie, Judy Moreland, Kathrin Otrell-Cass, 2013-02-11 Assessment for learning AfL is bound up with students becoming autonomous lifelong learners who are active participants in the classroom and beyond This book explores teacher and student experiences of AfL interactions in primary science and technology classrooms Working from a sociocultural perspective the book's fundamental premise is that AfL has a contribution to make to students developing identities as accomplished learners and knowers The focus is on understanding and enhancing teacher practices that align with the spirit of AfL The following points are illustrated AfL interactions are multifaceted multimodal and take place over multiple time scales Student learning autonomy is promoted when teachers provide opportunities for students to exercise agency within a system of accountabilities Teacher pedagogical content knowledge plays a pivotal role in teachers being able to respond to students Productive AfL interactions are reflective of the way a particular discipline generates and warrants knowledge The book will be of interest to teachers and educational researchers who want to examine AfL from a theoretical and a practical perspective Engaging 'Hard to Reach' Parents Anthony Feiler, 2009-11-19 A practical guide to establishing positive relationships with hard to reach parents Includes research based techniques for teachers on how to reach hard to reach parents carers and guardians Explores the international perspective on successful parental engagement Provides practical help for developing closer relationships between parents and schools **Assessing Children's Learning** Mary Jane Drummond, 2012-09-10 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company *Programming and Planning in Early Childhood Settings* Leonie Arthur, Bronwyn Beecher, Elizabeth Death, Susan Dockett, Sue Farmer, 2017-08-07 *Programming Planning in Early Childhood Settings* explores a range of approaches to curriculum and to documenting children's learning in early childhood settings This valuable resource for early childhood education students and practitioners provides a broad view of the concepts and issues in early childhood curriculum Chapters reflect ongoing discussions about what is meant by the terms planning and programming in the context of early childhood what is authentic curriculum for young children and effective teaching strategies to extend young children's

learning The strong focus on sociocultural theories of learning promotes awareness of children s diverse experiences competencies and learning styles and helps readers recognise the need for collaborative partnerships between educators children and families in order to develop appropriate programs Thoroughly revised and updated this new edition shows how chapters of the text are relevant to the Australian Professional Standards for teachers and highlights connections to the school based context Numerous real life examples reflections articles and case studies assist students to understand a variety of educational theories philosophies and frameworks Throughout the book there is a focus on the processes of reflection evaluation and ongoing improvement

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