### **Deakin University Early Childhood**

#### Glenda Mac Naughton, Patrick Hughes

**Science in Early Childhood** Coral Campbell, Christine Howitt, 2024-01-10 Science in Early Childhood is the essential science education resource for all pre-service early childhood educators.

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.

Evaluating Transition to School Programs Sue Dockett, Bob Perry, 2021-10-21 Transition to school represents a time of great change for all involved. Many transition to school programs have been developed to support positive transitions to school. While these programs have involved complex planning and implementation, often they have not been evaluated in rigorous or systematic ways. This book brings together Australian and international perspectives on research and practice to explore approaches to evaluating transition to school programs. For children, school is quite different from anything else they have experienced. For families and educators, there are considerable changes as they interact with new people and take on new roles. Developing effective transition to school programs is a key policy initiative around the world, based on recognition of the importance of a positive start to school and the impact of this for future school engagement and outcomes. Throughout the chapters of this book, authors from Australia, Germany, Sweden, Ireland and Jamaica share examples of evaluation practice, with the aim of encouraging educators to reflect on their own contexts and adopt evaluation practices that are relevant and appropriate for them. The book brings together the fields of evaluation research and transition to

school. A wide range of examples and figures is used to relate research and practice and to illustrate possible applications of evaluation strategies. Evaluating Transition to School Programs highlights the importance of multiple perspectives of the transition to school and offers suggestions about how the perspectives of children, families, educators and community members might be included and analysed in evaluation strategies. Other themes throughout the book include the importance of collaboration, respectful and trusting relationships, practitioner-driven inquiry, strengths-based approaches and developing programs that are responsive to context. This book is written for educators and leaders in early years and primary school settings, and will also be of interest to researchers, students and policy makers in the field.

Inclusion and Social Justice in Teacher Education Jenene Burke, Marcelle Cacciattolo, Dianne Toe, 2024-11-06 The scholarly chapters in this edited collection come from authors undertaking social justice research within the teacher education discipline. Authors examine, explore and critique those educational practices and structures that disadvantage minority groups. With a focus on social justice and inclusion, the book concentrates on themes of equity, diversity, learning spaces and effective learning for all, examining the implications for teacher education. An array of critical traditions and methodologies that interrogate educational issues from political, cultural, structural, and social perspectives are explored. This book provides insights on building the capacities of teacher education stakeholders in teaching and learning contexts to understand and respond with equity and justice. Teacher educators, preservice teachers, practicing teachers, and other education stakeholders may find this book to be an excellent resource for developing a critical lens relating to social justice and inclusion in education.

STEM, Robotics, Mobile Apps in Early Childhood and Primary Education Stamatios Papadakis, Michail Kalogiannakis, 2022-04-21 This book brings together a collection of work from around the world in order to consider effective STEM, robotics, mobile apps education from a range of perspectives. It presents valuable perspectives—both practical and theoretical—that enrich the current STEM, robotics, mobile apps education agenda. As such, the book makes a substantial contribution to the literature and outlines the key challenges in research, policy, and practice for STEM education, from early childhood through to the first school age education. The audience for the book includes college students, teachers of young children, college and university faculty, and professionals from fields other than education who are unified by their commitment to the care and education of young children.

Reconceptualizing Quality in Early Childhood Education, Care and Development Zoyah Kinkead-Clark, Kerry-Ann Escayg, 2021-06-09 Recognizing the various ecological contexts that support children's development while amplifying voices from across the globe, this book challenges narrow interpretations of quality and best practice. Each author offers a unique perspective on issues germane to the field of early childhood education: perceptions of children, curriculum, teacher education, and play-based learning. An innovative, timely, and much-needed contribution, this book represents an inclusive

collection of theoretical and cultural knowledge, as well as research. Such a diverse multicentric lens opens new intellectual pathways for authentic, reciprocal knowledge exchange, while ensuring that a reimagining of early childhood education remains at the core of our teaching practice, scholarship, and activism. This book invites everyone to imagine, to dare to believe, to hope, and to act—in the interests of children, in the interests of communities and families, and in the moral precepts of equity, inclusion and justice.

**Early Childhood Classroom Processes** Rebecca Kantor, David Fernie, 2003 This Volume is the culminating project of 10 years of collaborative study in a preschool classroom, where each year, 3- and 4-year olds and their teachers meet daily to construct a life together in an early childhood program. In the chapters, each author presents a discussion of his or her early childhood education topic of interest. In each chapter the uniqueness of a sociocultural/ethnographic perspective and the field of a data analysis is highlighted through a comparison with a traditional early childhood literature on that topic. Certain salient and pervasive cultural themes emerged across analyses: peer culture and school culture, social construction, and educational possibilities. These analyses extend our understanding of a single classroom to broader implications for theory and practice.

**VTAC eGuide 2016** VTAC,2015-07-15 The VTAC eGuide is the Victorian Tertiary Admissions Centre's annual guide to application for tertiary study, scholarships and special consideration in Victoria, Australia. The eGuide contains course listings and selection criteria for over 1,700 courses at 62 institutions including universities, TAFE institutes and independent tertiary colleges.

#### Current Topics in Early Childhood Education, Volume 7 Lilian G. Katz,1987

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.

Evaluating Early Childhood Programmes Using the Strands and Goals of Te Whāriki, the National Early Childhood Curriculum Valerie N. Podmore, Helen May, Diane Lysette Mara, 1998 This New Zealand project was intended to develop and test a framework for early child care practitioners to undertake their own evaluation of implementation of Te Whariki, the New Zealand early childhood curriculum, in a range of early child care centers. This report marks the completion of the project's phase 1, involving focus group interviews and consultations, and phase 2, involving ethnographic studies completed in seven early childhood centers. The report describes the consultations and methodologies, but also includes insight into processes and stages of the development of a proposed framework for evaluation. The final section of the report outlines an approach to evaluation that would be the starting point of the action research in phase 3 of the project. The report's six appendices include a discussion document on connecting assessment to evaluation, questions for the focus group interviews, and trees for categorizing observational data. (LBT)

Doing Action Research in Early Childhood Studies Glenda Mac Naughton, Patrick Hughes, 2008-09 This title is a resource and inspiration for people in the early childhood field who wish to do action research but are unsure as to precisely what it means and how to do it.

Doing Early Childhood Research Glenda Mac Naughton, Sharne Rolfe, Iram Siraj-Blatchford, 2001-08 Introducing the most common qualitative and quantitative methods in early childhood education training, this work covers a wide range of conventional and newer approaches including surveys, observation, action research, ethnography, and policy analysis.

Numeracy in Early Childhood Agnes Macmillan,2009 Numeracy in Early Childhood covers all the topics which are important for students studying to become early childhood practitioners. This Australian text focuses on using everyday language and objects, and predominantly play-based pedagogy in teaching, and provides practical models and guides to facilitate numeracy education. By framing a subject such as mathematics within a sociocultural perspective, the book shows how these everyday interactions can shape young children's mathematical thinking. Key featuresUses illustrated examples which will demonstrate and analyse both good and bad examples of practice. Assists the students in developing favourable attitudes to maths both for themselves and in the children whom they are educating. Linked to Australian Association of Mathematics Teachers' (AAMT) Standards for Excellence. Covers 0-8 age range and links prior-to-school and school contexts and learning.

<u>Teaching Young Children</u> Glenda Mac Naughton, Gillian Williams, 2004 Teaching techniques that help both new and experienced teachers to communicate better with their children Teaching Young Children presents early childhood students

and staff with a broad and diverse range of teaching techniques to support children's learning. It examines 26 techniques ranging from simple ones—such as describing and listening—to more complex techniques such as deconstruction and scaffolding. It defines each technique and discusses how, when, and why staff might use it. Vignettes and examples clarify how to use these techniques in everyday situations and outline different ways to reach children, support their learning, and help them with learning difficulties. A final chapter presents a strategic approach to selecting the appropriate techniques for specific teaching methods and situations. This chapter also goes one step further, explaining how educational theories link with different technique choices—giving both teaching students and experienced teachers a wide range of options and approaches, which is invaluable when teaching classes of children with varying abilities.

YC Young Children, 2002

Australian Review of Applied Linguistics ,1990

**Young Children as Active Citizens** Glenda MacNaughton, Patrick Hughes, Kylie Smith, 2008 This title explores how young children can and should participate in civic life. It reflects new images of young children as social actors, together with the increased interest in children's rights in the public sphere.

Australian National Bibliography, 1994

English in Australia ,1997

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