

In Peetshaya's portfolio, an extended contribution by an older sister includes the comment:

She shares everything with me that she does in the school. She keeps them in her mind and as soon as I reach home after school she tells me. ... During the night time before going to bed she makes me tell her the stories from the storybooks. She says spell my name then she writes it that's awesome.

### Connecting the Children's Learning in the Classroom or the Early Childhood Centre to Their Lives (and Selves) in Other Places

It is common in conversations about learning for children to make references to home, to the people and to their experiences there. Marianne, the teacher whose comments are included in Chapters 1 and 3, noted that, 'Jack shared many stories that had been passed onto him from his family so there was a real sense of connectedness ... Over time, through his sharing [conversations], I got to know different people in his family. I got to know his interests and strengths and that he likes to visit the old days, so we had layers of stories building.'

In the longitudinal study, *Learning in the making*, a chapter on 'storying selves' includes details about the importance of that storying for the families of two of the case study children, Yasin and Aralynn:

Yasin's conversations with teachers at the kindergarten set out the contexts of a cultural self: the country outside New Zealand, India, where his nana and extended family live, and his family in New Zealand who are widening his perceptions of self as a global citizen by introducing him to new languages – Spanish, Arabic and Mandarin ... By school, however, this cultural self has been left behind. ... For Aralynn, the storying [about her family] could continue into school, in a smaller classroom than Yasin's. Her subject-based knowing – her love of, and knowledge about, gardening, which began at home with her mother and grandparents – is also part of the valued school curriculum. (Carr, Smith, Duncan, Jones, Lee and Marshall, 2010: 192–3)

At school, Aralynn seized every opportunity to bring in something interesting from home for News Time. Her classroom teachers commented that she will sometimes be 'the only one that has bothered to bring special or Science Nature news ... she's actually kept to the topic' (ibid.: 191). Learning Stories that include comments about people and events at home can gather together many facets of a young child's identity, for instance as a member of an extended family or a gardener. Other facets appear in the examples from Isabella's and Devya's portfolios (Learning Stories 4.2 and 4.3): for Isabella as a grandchild, jewellery maker, writer and, for Devya, as a writer and a member of a home culture with a long tradition.

# Learning Stories Constructing Learner Identities In Early Education

**Anna Kirova, Larry Prochner, Christine  
Massing**



## **Learning Stories Constructing Learner Identities In Early Education:**

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

**Learning Stories in Practice** Margaret Carr, Wendy Lee, 2019-05-17 Margaret Carr and Wendy Lee have often been asked for a follow on practical companion to their seminal 2012 book *Learning Stories* a complimentary book that provides practical advice for teachers who are embarking on a narrative assessments for learning journey After much anticipation that book is here at last Packed with a wide range of full colour examples of real life learning stories from all over the world this practical guide is influenced by their ongoing work with teachers across many countries and the thoughtful comments and questions that teachers have asked during conversations at conferences lectures and professional development programmes They have turned these conversations with teachers and students into key ideas and a practical framework on how to initiate and create good learning stories and why they are valuable They show you how to write stories that capture the magic and excitement of each young child s journey through the early years and how to develop a deep professional understanding of the learning that takes place during this special and influential time in their lives

*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

*Creating Curriculum in Early Childhood* Julie Bullard, 2019-11-25 *Creating Curriculum in Early Childhood* explores the backward design model of curriculum development equipping readers with the tools and methods they need to effectively apply backward design in the early

childhood classroom Clear yet comprehensive chapters walk new and veteran educators through an effective method for curriculum design that promotes meeting standards through intentional teaching while engaging children in developmentally appropriate interest based education focused on big ideas and conceptual understanding Featuring desired results assessment methods and teaching techniques specific to birth to age eight this critical guide also includes practical tips for educators new to the method Designed to help students and practitioners alike this powerful textbook combines early childhood philosophy and developmental research with highly practical descriptions rationales and examples for developing curricular units using backward design

Foundations of Early Childhood Penny Mukherji,Louise Dryden,2014-01-14 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

Play, Learning and the Early Childhood Curriculum Elizabeth Wood,2013-03-18 The Third Edition of this popular book reflects contemporary research as well as thinking about the role and value of play in learning and development within and beyond early childhood The author explores recent developments across international contexts which endorse play and argues for critical engagement with some aspects of policy discourse in how educational play is constructed This accesible book also reviews contemporary theoretical trends which focus on the meanings and intentions that children bring to their play The new edition includes coverage of play in education policies UK and international perspectives working with parents social and cultural diversity children with special educational needs and disabilities outdoor play Each chapter includes case studies provided by practitioners along with questions and tasks to promote critical engagement and reflection on key issues and debates This

book is for students on Childhood Studies courses and those on Initial Teacher Education and Masters programmes in early childhood and primary education Experienced practitioners on CPD courses will also find it useful

**Pedagogical Documentation in Early Years Practice** Alma Fleet, Catherine Patterson, Janet Robertson, 2017-06-13 Pedagogical documentation is a vital method of assessing and observing young children and is a practice that enables practitioners families and children to learn alongside each other This book draws on the projects and experiences of senior researchers from nations including Australia Canada Sweden Singapore the UK and the USA to highlight multiple approaches to pedagogical documentation Topics explored include using video in pedagogical documentation making the most of outdoor learning environments developing pedagogical documentation within curriculum frameworks the relationship with Early Years transitions the potential of pedagogical documentation for leadership enactment The book offers guidance support and inspiration to practitioners and researchers on how to implement meaningful and sustainable child focused observation in early years contexts

**Early Years for Levels 4, 5 and Foundation Degree Second Edition** Francisca Veale, 2020-07-27 Engage learners with this new and fully updated edition that covers core topics across all aspects of Early Years This comprehensive full colour textbook will build knowledge and understanding from traditional theory to cutting edge research and from updated legislative and regulatory frameworks to effective practice examples Benefit from the expert knowledge of authoritative contributors skilfully edited by Dr Francisca Veale Content carefully matched to core modules offered on higher level early years programmes New and relevant material covering literacy numeracy and digital literacy Who is this book for Early Years for Levels 4 5 and the Foundation Degree is an authoritative and accessible course textbook for anyone studying at Levels 4 and 5 whether a Foundation Degree HNC HND the first year of an undergraduate programme or other higher vocational qualifications related to early years or early childhood studies It is also relevant to those working towards Early Years Professional Status EYPS or Early Years Teacher Status EYTS

**Pedagogies for Leading Practice** Sandra Cheeseman, Rosie Walker, 2018-11-16 Bringing together the experiences of professionals from around the world this essential text explores the intersections between pedagogy and leadership to consider how effective Pedagogical Leadership can be used to foster the collaborative engagement of children and their families staff and practitioners and ensure high quality provision in early years settings and services Pedagogies for Leading Practice showcases a vast range of experiences and ideas which are at the heart of professional practice Written to provoke group discussion and extend thinking opportunities for international comparison points for reflection and editorial provocations will help students policy makers and others engage critically with wide ranging approaches to leadership in early years practice Considering varied forms of collaborative working the challenges involved in becoming a pedagogical leader and the role of management in meeting insitutional demands and the needs of the wider community chapters are divided into four key sections which reflect major influences on practice and pedagogy Being alongside children Those who educate Embedding families and communities

Working with systems Offering insight examples and challenges this text will enhance understanding support self directed learning and provoke and transform thinking at both graduate and postgraduate levels particularly in the field of early childhood education and care

**The Art of Awareness, Second Edition** Deb Curtis, Margie Carter, 2012-12-18 Become a keen observer to better learn about child development find curriculum ideas and meet requirements when assessing outcomes

*Pedagogies of Educational Transitions* Nadine Ballam, Bob Perry, Anders Garpelin, 2016-10-04 This book presents the latest research on educational transitions from a variety of research traditions and practical contexts set in Australia New Zealand and several European countries It examines critically questions and reshapes ideas and notions about children s transitions to school The book is divided into five parts the first two of which emphasise diversity and inclusion with Part II focusing solely on the transition to school for children from Indigenous cultures Part III explores the notion of continuity which has been widely debated in terms of its role in the transition to school Part IV explores the transition to school through the notion of crossing borders The final section of this book Part V includes ideas about future directions for work in the area of educational transitions and presents the notion of transitions as a tool for change to policy research and practice The book concludes with a critical synthesis of the research outlined throughout including recommendations regarding future research related to educational transitions

**The Routledge International Handbook of Young Children's Thinking and Understanding** Sue Robson, Suzanne Flannery Quinn, 2014-11-13 This ground breaking handbook provides a much needed contemporary and authoritative reference text on young children s thinking The different perspectives represented in the thirty nine chapters contribute to a vibrant picture of young children their ways of thinking and their efforts at understanding constructing and navigating the world The Routledge International Handbook of Young Children s Thinking and Understanding brings together commissioned pieces by a range of hand picked influential international authors from a variety of disciplines who share a high public profile for their specific developments in the theories of children s thinking learning and understanding The handbook is organised into four complementary parts How can we think about young children s thinking Concepts and contexts Knowing about the brain and knowing about the mind Making sense of the world Documenting and developing children s thinking Supported throughout with relevant research and case studies this handbook is an international insight into the many ways there are to understand children and childhood paired with the knowledge that young children have a strong vital and creative ability to think and to understand and to create and contend with the world around them

**Young Children Visit Museums** Margaret Carr, Brenda Soutar, Leanne Clayton, Bronwen Cowie, Jeanette Clarkin-Phillips, Shelley Butler, 2022-09-06 Bringing different cultural perspectives on creativity with them teachers and children in two early childhood education sites in Aotearoa New Zealand were using museum visits as jumping off places to hone their creative capacity building As a contribution to Tim Ingold s discussion of anthropology and as education and also finding John Dewey s writing valuable specifically his framing of enduring attitudes

the authors employ a navigation metaphor throughout the discussion They describe a coming together of four Cultural Anchors thinking from materials with four Coordinates creative capacity builders to describe ways in which the children were making creative sense of the museum exhibits while at the same time gathering information about them They take these travel metaphors from a star cluster in the southern hemisphere night sky Matariki which provided early sea going M ori with guidance as they navigated wide stretches of ocean in their sea going canoes to reach Aotearoa New Zealand A M ori immersion early childhood centre and school and a New Zealand kindergarten provided lively examples of children s and teachers responses to the treasured artefacts taonga in their local museums The book describes an ecosocial framing from little to big and illustrates the different cultural perspectives on creativity The Mana Tamariki kaiako teachers gifted us a title He taonga he rerenga arorangi Where there are treasured objects the spirit is nurtured and creativity will be inspired

**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 Flourishing in the Early Years Zenna Kingdon, Jan

Gourd, Michael Gasper, 2016-12-08 If young children are to flourish and become happy confident and motivated learners they need to develop in an environment that gives them the opportunities and freedom to play and learn along with the support of parents and practitioners who are flourishing themselves This invaluable text looks at the conditions that enable all those engaged in the early years sector to flourish covering themes such as the outdoor environment the curriculum parent partnership equality and ethical practice Divided into three sections each part covers Concepts A consideration of how flourishing is framed by political historical and policy frameworks Practices Exploring the issues that early years practitioners are faced with when engaging with parents and multi agent professionals within their setting Futures Examining some of the long term issues that may need to be revisited on a regular basis to enable continual and flourishing

development to occur With key points and reflective tasks this book will be valuable reading to all students and practitioners working in the early childhood education and care sector who want to ensure that the children in their care are given the best possible start in life

*Children Learning Outside the Classroom* Sue Waite, 2017-02-13 The new edition of this bestselling textbook continues to help students and professionals understand the importance of getting children learning outside the traditional classroom and is packed full of creative information and ideas for teachers and practitioners to incorporate outdoor activities throughout the school curriculum Significantly revised and updated the second edition now includes 7 brand new chapters on Methods of assessment and evaluation Global perspectives on outdoor learning Developing whole school approaches to indoor and outdoor teaching Technology and its role outside the classroom Special Education Needs and Disabilities SEND and learning outdoors Forest School The environmental sector and outdoor learning Whether you re training to become a teacher or already working in the classroom this book demonstrates how the outdoor environment is enriching learning opportunities for children and deepening their connections with the natural world NOW FEATURING Online resources that include free SAGE journal articles weblinks annotated further readings and video to help translate theory into real life practice Sue Waite will be discussing key ideas from *Children Learning Outside the Classroom* From Birth to Eleven in the SAGE Early Years Masterclass a free professional development experience hosted by Kathy Brodie To sign up or for more information

**Learning to Teach Young Children** Anna Kirova, Larry Prochner, Christine Massing, 2019-12-12 Learning to Teach Young Children provides you with the tools to critically engage with the key concepts and beliefs in early childhood education theory and practice The book is organized around ten propositions that are explored in relation to 30 key questions for example What does it mean to honour children s right to be different What does it mean to learn How can images of childhood be used as frames for practice Original comic book style illustrations are used to explore key theoretical concepts in an accessible and engaging way The book also includes a companion website offering overviews of the key concepts covered in the book supplementary information and references reflective questions and case studies to support your learning

Observing Young Children Tina Bruce, Stella Louis, Georgie McCall, 2014-11-13 This is a book about the process of finding user friendly and purposeful ways of observing and planning that will help those who are working with young children in a variety of settings to look with insight at children providing what they need in order to develop and learn optimally By examining the historic background of observing and planning and describing examples of good practice in different group settings this book will help to monitor a child s progress what is needed now and to work out what is needed next The real life case studies from various settings including day care nursery school primary school private sector and Soweto examine different observation techniques looking at their strengths drawbacks and use in everyday practice Examples from the UK and internationally illustrate the history and importance of observation in a range of contexts while a glossary clearly explains the key terminology All the examples given in this book can be used with different National



Framework documents worldwide bearing in mind however the authors belief that curriculum frameworks must be used as a resource and never as a limiting straitjacket Drawing on key theory and research the book s chapters cover Flexible planning Record keeping Working with parents Using technology Full colour photographs illustrations and useful charts and diagrams make this an accessible and engaging resource that will no doubt be invaluable to any early years practitioner This book was originally published as *Getting to Know You* part of the 0-8 series      *Children's Rights 0-8* Mallika Kanyal,2014-03-26

*Children s Rights* explores the relevance of children s participatory rights in education particularly at a time when there are competing demands in meeting the rigid curriculum frameworks whilst taking into account children s entitlement to participate in matters affecting their lives It engages with theoretical and practical models of participation with an aim to support reflective practice The chapters are informed by wider academic debates and examples from research and everyday practice in early year settings making it an accessible read for students practitioners as well as researchers      *Observing Learning in Early Childhood* Stella Louis,2022-11-23 This book is a concise and accessible guide to observation as a tool for supporting learning for children aged 0-5 It provides comprehensive coverage of the what why and how of observation brought to life with extensive case studies and contextualised alongside other crucial Early Years topics including child development and play This book encourages readers to consider their own context and practice with reflective questions at the end of each chapter and specific chapters on linking observations to the curriculum and sharing insights with parents and colleagues The focus on both learning and self reflection makes *Observing Learning in Early Childhood* ideal for students newly qualified teachers and current practitioners alike Dr Stella Louis is a freelance early years consultant with 34 years experience of working with children and families across the UK South Africa and Australia

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