

Teamwork And Collaboration In Early Years Settings

[#teamwork early years](#) [#collaboration preschool](#) [#early childhood development](#) [#social skills children](#) [#group learning activities](#)

Discover the essential role of teamwork and collaboration in early years settings, fostering crucial social skills for children. This guide provides insights into nurturing positive group dynamics and supporting early childhood development through engaging learning activities, preparing young learners for future success.

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Teamwork and Collaboration in Early Years Settings

This book looks at the challenges of restructuring services and working with people with different training and working practices. It suggests that the way staff work together will impact on the service offered to children and their families. It explains how to be an effective member of the team and encourage confident and open communication between colleagues. It looks at what makes an effective team; discusses how the organisational set-up affects the practice positively or negatively; suggests ways for creating listening environments where colleagues can discuss differences; and emphasises the importance of developing professional learning together.

Positive and Trusting Relationships with Children in Early Years Settings

To attain EYPS, candidates must demonstrate that they can establish fair, respectful, trusting and constructive relationships with children. This book helps those on EYPS pathways to understand and develop these important relationships. It begins by examining trust as a key theme and goes on to discuss how to tune in to individual children and how to tune out or say goodbye. It gives practical advice on helping children build resilience and take risks. Positive relationships with children are examined within the context of relationships with others and the text also considers how practitioners can support other professionals in their setting.

Training of teachers

Incorporating HC 369-i to -v, session 2008-09

The Student Practitioner in Early Childhood Studies

The Student Practitioner in Early Childhood Studies: An essential guide to working with children provides accessible support and guidance for Early Childhood Studies students in higher education who may have little, if any, experience of relating to young children in the Early Years Foundation Stage and Key Stage One. With useful chapter summaries, activities and reflection points to help readers track their academic journey, this text draws on the experiences of students on the degree programme for the benefit of students new to practice. It will: prepare students for the challenges of practice provide a synthesis of academic knowledge and practice skills develop students' critically reflective thinking and understanding relational pedagogy and the needs of young children provide the emerging student practitioner in higher education with knowledge, skills, understanding and confidence to relate effectively with young children and adults in settings Fully supporting students' practice experience and development of their critical thinking, this helpful book synthesises theory and practice in an applied and critical manner. The authors cover a range of themes including critical reflection, relational pedagogy,

confidence building, communication skills, personal and professional development and employability alongside academic writing and research skills. This textbook is essential reading for students on all Early Childhood degree programmes.

Special Needs in the Early Years

This highly popular and accessible text contains a wealth of information about how early years staff can work effectively with professionals and parents to help identify and meet a range of special educational needs. This book aims to explore the most effective ways of supporting the child and implementing that support across the child's day to day life. Now in its third edition *Special Needs in the Early Years* is fully updated to reflect current policy, and topics covered include: Early identification Effective communication with parents and carers An exploration of the legal context How to implement joint planning for identified needs A consideration of the issues affecting collaboration With case-studies, checklists, suggestions for good practice and cartoons to illustrate and enrich the text throughout, this book is structured to be easily accessible and invaluable for those who are in training to work in the early years sector. It will also be of interest to students on foundation and undergraduate students on Early Childhood Education and childcare courses as well as more experienced practitioners.

Early years team work and leadership

This 8-hour free course explored aspects of teamwork and leadership for early years practitioners, in different settings and stages in their careers.

The Manual for the Early Years SENCO

Written with both new and experienced practitioners in mind and packed with practical advice, suggestions, case studies, and useful photocopiable materials, this new edition of a much-loved book will help all SENCOs (Special Educational Needs Coordinators) succeed in what is often a very demanding role. Providing plenty of help with planning and time-management, this book contains everything you need to know about your role, information on the current government policies such as Every Child Matters (ECM) and the Early Years Foundation Stage (EYFS), and meeting the Early Years Professional Status (EYPS) standards for supporting children with additional needs.

Leading Change In Early Years

Leading Change in the Early Years focuses on the type of leadership skill needed for leading the reform and change agendas that challenge the early years sector.

Leading and Managing in the Early Years

'By Exploring the types of leadership programmes or development which is needed to maximise the effectiveness of early childhood leaders, *Leading and Managing in the Early Years* is extremely useful for any reader researching early childhood issues, for owners, managers and practitioners who are planning to develop distributive leadership in their early years provision in all sectors and for local authority employees involved in developing integrated centres' - *Early Years Update* 'A major contribution to the limited literature and research on leadership in childhood education' - Professor Tony Bush, Editor of *Educational Management, Administration and Leadership*. 'This important book focuses clearly on evidence, describing the realities of leading and managing settings in times of rapid policy changes. Carol Aubrey manages to combine theory, research and practice in a book that will be invaluable to a new generation of early years professionals' - Angela Anning, Emeritus Professor of Early Childhood Education, University of Leeds, UK 'Skilfully draws on sound empirical research to present a grounded theory model for leadership in early years education. â€¢.of interest to researchers, students and practitioners internationally' - Professor Nithi Muthukrishna, University of KwaZulu-Natal, South Africa Skilled and effective leadership is essential in early childhood (EC) settings such as nurseries, day care centres, children's centres and in reception classes within schools. This book integrates leadership and management practice with a real understanding of early years settings, looking at the many different models of EC leadership and many different types of settings in which EC leadership operates. This book investigates different concepts and characteristics of EC leadership as well as the roles and responsibilities of EC leaders. It also explores the types of leadership programmes or development which is needed to maximise the effectiveness of EC leaders. Based on work done by Carol Aubrey and her colleagues with groups of local early years leaders from children's

centres, foundation units in primary schools, nursery and day care provision, this book is suitable for all those studying and researching early childhood, from Foundation Degree students through Early Years Practitioners to NPQICL participants. It will be useful for early years practitioners and local authority employees involved with the integrated centres initiative. Carol Aubrey is Professor of Early Childhood Studies at the University of Warwick and UK editor of Journal of Early Childhood Research.

People Under Three

Services for young children have gone through a period of rapid transformation in recent years, which have been paralleled by great advances in our knowledge of early child development. However, care and education in the first three years of life continues to be a neglected area. Thoroughly updated to take account of key policy and practice changes in childcare provision, this landmark text translates child development theory and research into everyday practice. All the practical ideas in the book have been developed and tested in nurseries, family and children's centres and include the importance of providing opportunities for adventurous and exploratory play for babies and toddlers, understanding and responding to children's emotional needs and offering personalized and sensitive care. The book also explores different ways of working with parents and the role of early years settings and practitioners in helping to keep children safe. It includes chapters on: Childcare policy and services Planning spaces for living, learning and playing Babies in day care Heuristic play with objects Mealtimes Learning out of doors Leading and managing a childcare centre Involving and working with parents Safeguarding children People Under Three is an established practical text for all those training to work with young children or managing day care facilities. Focusing on the care and learning of very young children, it is designed specifically for those who look after them day by day, as well as being a useful resource for social work students and policy makers.

EBOOK: Leadership in Early Childhood

Leadership in Early Childhood is a practical resource for early childhood practitioners who want to understand how to create successful childcare and early education settings. Leadership in the early years has moved on in the way it is organised, and this fourth edition has been fully revised and updated to reflect the changes affecting leaders in early childhood. This rapid change in the field over the past few years includes moves to professionalise the workforce generally, and this edition recognizes the implications of these developments and revisits some of the concepts and messages. Praised for its excellent overview of early years leadership, accessible writing style and clear links between theory and practice, the fourth edition also includes: Thorough discussion of the leader's role in moving towards leading/best practice. Reconceptualised coverage of team building to consider working collaboratively as a team at service level, multi disciplinary teams and integrated service provision through multi agency working. A chapter which considers the essential characteristics of leadership in terms of personal qualities, skills and timing related to effective leadership.

Working Together in Children's Services

The importance of interagency cooperation within children's services has been highlighted within recent government strategy, including the Every Child Matters agenda, the development of Children's Centres and the expansion of Extended Schools. Following tragic cases such as Victoria Climbié, the need for effective multi-disciplinary teamwork and interagency co-operation across all education and care settings remains as pressing as ever. Working Together in Children's Services addresses a range of theoretical perspectives and contexts to stimulate students and practitioners critical thinking about the issues of multi-agency working. The book provides the reader with a critical framework for understanding both new and future developments and explores key issues like: The notion of "working together" and what it means in practice The benefits and barriers of multi-agency work Current policy and requirements for successful interdisciplinary working Essential skills for inter-professional teamwork. As modules on multi-professional working become increasingly common, the book will provide core reading for all students of Early Childhood Studies, Initial Teacher Education and Foundation Degrees in the Early Years. By showing how to develop successful multi-agency partnerships, it is also highly relevant for teachers and practitioners working across children's services.

From Birth to Three: An Early Years Educator's Handbook

This accessible handbook offers an in-depth exploration of the distinctive features of the play, development and learning of children from birth to three years old. Key theoretical ideas relating to

social, emotional, cognitive and physical development are discussed in relation to everyday practice, offering a wealth of information and guidance on working with this unique age group. The book emphasises the connections between all aspects of a child's experience and development; addressing key questions of what babies and young children need, enjoy and have a right to experience. It demonstrates how early years educators can develop their practice and organise their provision in a way that is positive for babies and young children and their families. Focusing on the holistic nature of early development, chapters explore the following: The importance of interactions and relationships between educators and children How to develop a holistic pedagogy that gives equal consideration to children's care, play and learning The value of the connections that children make with the world around them, and how educators can create an environment conducive to nurturing these connections Observation and self-evaluation of practice and provision Each chapter features case studies, links to key aspects of practice and practical tasks to help readers apply the ideas to their own context. The book is accompanied by an extensive companion website (www.routledge.com/cw/Manning-Morton) containing video explainers, reflection points, practice tasks, downloadable resources, quizzes and more. Opening a window on what it is like to be a baby or young child in an early years setting, this is an essential tool for all early years educators and students on a wide range of early years courses. It will also be of interest to parents.

Effective Leadership in the Early Years Sector

This publication takes as its background the radical reforms to services for children following the passing, in England, of The Children Act of 2004 and subsequent Government white paper, Every Child Matters: Change for Children. It argues that the fundamental requirements for leadership for learning in the early years should be provided by considering social contexts, adopting a commitment to collective working, and focusing on improving children's learning outcomes. It is based on the analysis of a wide range of literature on leadership in the early years and information taken from effective early years settings.

Partnership in the Primary School

Working in 'partnership' in primary schools is an approach that is transforming the classrooms of the 1990s. It is now widely acknowledged that a collaborative approach can significantly improve the effectiveness of teaching. This book provides a practical, readable account of partnerships in educational settings including: * collaborating in nurseries and primary schools * reading and literacy partnerships * working with special needs assistants * supporting students in training * home-school links * liaising with an OFSTED inspector. The focus is placed on key principles of collaboration as well as specialist roles. Personal testimonies and case studies are used to illustrate the various aspects of teamwork.

Managing Early Years Settings

'This book is a very useful resource for setting leaders undertaking advanced study, such as Early Years Professional Status and the National Professional Qualification in Integrated Centre Leadership...[I]t is also an interesting and up-to-date reference tool for qualified managers and leaders of early years settings, large and small, in all sectors' - Early Years Update 'Through discussion points and case studies, the authors explore the key skills and techniques necessary to effectively lead and manage an early years setting - Nursery Education Plus, as part of their 'Ten of the Best early years professional books' feature. 'This book will make a relevant and helpful contribution in enabling practitioners to explore and understand the different ways in which they can lead and manage across a diverse range of settings and at different levels. Through helpful discussion points and case studies, the book will encourage practitioners to consider both theory and practice, including value based practice and the skills required for working within a new multi-disciplinary environment. A welcome and accessible text for early years practitioners facing the challenges and demands of this new agenda' - Professor Linda Miller, Professor of Early Years, The Open University Firmly grounded in practice, this book puts children and families at the centre of good early years leadership. There is now considerable emphasis on leadership skills in this sector, as the workforce becomes increasingly professionalized. The following are considered: - changes and developments within the early years sector - the impact of good leadership on children and their families - effective practice in a variety of settings, including Children's Centres - value-based leadership, and inspirational leadership - meeting the challenges - managing change - inter-agency and multi-disciplinary working - working with families and parent groups. Useful features

such as Activities for Continuing Professional Development, Questions for Reflection and Pictures of Practice appear throughout the book. Those studying for Foundation Degrees, leaders undertaking the National Professional Qualification for Integrated Centre Leadership (NPQICL), those undertaking the management modules for Early Years Professional Status (EYPS) and anyone studying Childhood and Early Childhood will find this book an invaluable aid.

Inclusive Education in Schools and Early Childhood Settings

This book provides a highly informative yet concise overview of special education and inclusive education that serves as a valuable introduction to the field. Using a framework and relevant scenarios in inclusive educational settings to help readers develop a basic understanding of key concepts, it shares effective practices and engages readers in discussions on current research. Further, it highlights the commonalities between different levels of education and explores transitions across them. The book addresses theory, policy, practice and research issues in special education and inclusive education from an Australian perspective, focusing on current developments in Australian educational settings and classrooms. It also examines international issues and developments while highlighting the unique characteristics of the Australian educational context. As such, it appeals to post-graduate students, pre-service teachers, teachers and other professionals in the area.

Educators Belonging, Being and Becoming

A practical guide for teachers who want to improve relationships with the parents of their students. Presents jargon-free & solution based approaches to collaboration, drawing on inherent strengths present in every person. Author from Flinders University, South Australia.

Teacher-parent Collaboration

To achieve Early Years Professional Status candidates must demonstrate that they have effectively led the professional practice of their colleagues across the 0-5 age range. The second edition of this popular text helps Early Years students and experienced practitioners develop the knowledge, skills and confidence to do just that. It explains the nature of leadership and the EYP's role in promoting good practice and appropriate values and principles. This new edition has been fully revised and updated and includes new chapters on leading practice in a multi-professional context and the leader of practice as an agent of change.

Leading Practice in Early Years Settings

This book explores the ways in which Early Years practitioners work with parents and families to enhance children's development, learning and well-being. It explores the need for close partnership working between staff and families, offers examples of good practice and encourages reflection and discussion of the issues involved. The book pays particular attention to the standards required to gain Early Years Professional Status but is of interest to anybody working in an Early Years setting or studying on Early Childhood courses.

Working with Parents in Early Years Settings

The importance of interagency cooperation within children's services has been highlighted within recent government strategy, including the Every Child Matters agenda, the development of Children's Centres and the expansion of Extended Schools. Following tragic cases such as Victoria Climbié, the need for effective multi-disciplinary teamwork and interagency co-operation across all education and care settings remains as pressing as ever. Working Together in Children's Services addresses a range of theoretical perspectives and contexts to stimulate students and practitioners critical thinking about the issues of multi-agency working. The book provides the reader with a critical framework for understanding both new and future developments and explores key issues like: The notion of "working together" and what it means in practice The benefits and barriers of multi-agency work Current policy and requirements for successful interdisciplinary working Essential skills for inter-professional teamwork. As modules on multi-professional working become increasingly common, the book will provide core reading for all students of Early Childhood Studies, Initial Teacher Education and Foundation Degrees in the Early Years. By showing how to develop successful multi-agency partnerships, it is also highly relevant for teachers and practitioners working across children's services.

Working Together in Children's Services

This book is written for all students of the Early Years. It begins by examining the role of a parent in a child's life and the importance of good working relationships between parents and Early Years practitioners. It goes on to discuss the preconceptions and assumptions that we all have about families and parents and considers the practical implications of working with parents in a respectful and trusting partnership. It explores both interpersonal and communication skills and the formal and informal ways of involving parents in the early years experience of their children. About the Early Years series This series has been designed to support students of degrees and foundation degrees in Early Years, Early Childhood and related disciplines. Each text takes a focused look at a specific topic and approaches it in an accessible and user-friendly way. Learning features help readers engage with the text and understand the subject from a number of different viewpoints. Tasks pose questions to prompt thought and discussion and further reading suggestions, including useful websites, are included to help students access extended learning in each topic. Other titles in the series are Early Childhood Studies, Becoming a Practitioner in the Early Years, Child Observation for the Early Years and Exploring Play for Early Childhood Studies. Ute Ward has been involved in the Early Years sector for more than 20 years in a range of different roles and contexts. In October 2011 Ute became Senior Lecturer in Early Years at the University of Hertfordshire where she teaches on Foundation Degrees and on undergraduate and postgraduate courses.

Working with Parents in the Early Years

To achieve Early Years Professional Status candidates must demonstrate that they have effectively led the professional practice of their colleagues across the 0-5 age range. The second edition of this popular text helps Early Years students and experienced practitioners develop the knowledge, skills and confidence to do just that. It explains the nature of leadership and the EYP's role in promoting good practice and appropriate values and principles. This new edition has been fully revised and updated and includes new chapters on leading practice in a multi-professional context and the leader of practice as an agent of change.

Leading Practice in Early Years Settings

Stories and fantasy play engage all young children and help them to draw connections and make sense of the world. MakeBelieve Arts Helicopter Stories are tried, tested and proven to have a significant impact on children's literacy and communication skills, their confidence and social and emotional development. Based on the storytelling and story acting curriculum of Vivian Gussin Paley, this book provides a practical, step-by-step guide to using this approach with young children. Covering all aspects of the approach, Artistic Director Trisha Lee shows you how you can introduce Helicopter Stories to children for the first time, scribing their tales and then bring their ideas to life by acting them out. Full of anecdotes and practical examples from a wide range of settings, the book includes: Clear guidelines and rules for scribing children's stories, creating a stage and acting out stories How to deal with taboos and sensitive issues in children's stories How to involve children who are unwilling to speak or act Supporting children with English as an Additional Language Links to show how the approach supports children's holistic development Providing an accessible guide to an approach that is gaining international recognition, and featuring a foreword by Vivian Gussin Paley, this book will be essential reading for all those that want to support children's learning in a way that is fun, engaging and proven to work.

Princesses, Dragons and Helicopter Stories

Working in 'partnership' in primary schools is an approach that is transforming the classrooms of the 1990s. It is now widely acknowledged that a collaborative approach can significantly improve the effectiveness of teaching. This book provides a practical, readable account of partnerships in educational settings including: * collaborating in nurseries and primary schools * reading and literacy partnerships * working with special needs assistants * supporting students in training * home-school links * liaising with an OFSTED inspector. The focus is placed on key principles of collaboration as well as specialist roles. Personal testimonies and case studies are used to illustrate the various aspects of teamwork.

Partnership in the Primary School

Students on Early Years placements face many challenges, from understanding the Early Years Foundation Stage, to coping with the immediate needs of individual children. This accessible guide begins by examining the diverse range of Early Years settings and how to prepare for placements. It goes on to look at the four areas of the EYFS and covers working with individual children, building positive relationships with children, colleagues and parents, creating and working in an enabling environment and supporting children's learning needs. A complete guide to the placement experience, this book supports students on their journey from student to qualified practitioner.

Successful Placements in Early Years Settings

First published in 2008. Routledge is an imprint of Taylor & Francis, an informa company.

Early Childhood Studies

Do you need good leaders to achieve good quality or does good quality create good leadership? Quality is a term frequently used to describe early years provision without any further explanation of exactly what this quality provision looks like or how it can be achieved. This book not only unpicks what is meant by the term quality in England, across the UK, and beyond, but it does so in the context of how to lead in order to develop and achieve quality. In exploring quality and leadership and the ways in which both terms have been conceptualised from a range of different perspectives you will be able to find a meaning that is right for you and your practice. With chapters covering:

- The global interest in quality
- The broad nature of early childhood leadership
- Reflective evaluation and practice

This book will be of interest to setting and room leaders across the early years as well as students studying early childhood or in early years teacher training.

Quality and Leadership in the Early Years

The Early Years Curriculum brings together a range of curriculum models from across the world, providing in-depth discussion on key issues and theories, and enabling readers to consider each approach to children's learning within an international context. It encourages readers to explore different ways of understanding the curriculum, and to develop a critical understanding of the key issues that shape the way a curriculum is designed.

The Early Years Curriculum

This book encourages practitioners to recognise their active involvement in leadership and management in relation to their work as team leader or team member, and in their work with parents and other professionals, to ensure appropriate and effective provision for young children.

Leadership And Management In The Early Years: From Principles To Practice

Leading Change in the Early Years focuses on the type of leadership skill needed for leading the reform and change agendas that challenge the early years sector. Early years professionals are expected to implement a range of government initiatives, as well as professionally endorsed changes, aimed at raising the quality of early years provision. The ease and success with which such initiatives are implemented relies on the competent leadership of change, that is, knowledge, understanding and expertise in encouraging, supporting and working with everyone involved with implementing and sustaining change. This resource helps to unpick the principles, processes and practice of effecting change and offers early years professionals a practical guide to the important elements relevant for meeting the political agenda for quality improvement and the professional challenge of effecting responsible change. Key content includes: the link between competent leadership and successful change dimensions, models and processes of change leadership skills for effecting change strategies for reducing reluctance and resistance This book is ideal for early years leaders who understand the general principles and practice of leadership, but who are interested in exploring and expanding their understanding and expertise in leading reform and change. Jillian Rodd is an educational and developmental psychologist and has published widely in the early childhood field throughout the world. This is a powerful text that utilises the voices of early years leaders to clearly articulate the challenges of leading change and demonstrate how the sector is rising to that challenge. It is, therefore, an excellent and vital resource for all working in the early years sector and comes at absolutely the right time as the pace of change in the sector continues to be fast flowing. This book comprehensively and accessibly draws together theory and practice enabling a thorough exploration of the subtle nuances within current

debates as to the interrelationship and interaction of leadership and change. The closing thoughts at the end of each chapter are inspired; not simply a summary of the chapter, but an opportunity to underline the importance of key issues. The constructive and helpful strategies offered throughout the text give considerable support for those charged with leading change in the early years sector and, consequently, should be on the bookshelf of every early years setting. Dr Caroline Leeson, Associate Professor of Early Childhood Studies, Plymouth University In a constantly changing world strong leadership and change management skills become of paramount importance and there is an increasing expectation that early years professionals are able to negotiate these domains. This text draws on research evidence and case studies from practice to support those dealing with change on a daily basis. By encouraging early years professionals to draw on their skills of leadership and interpersonal relationships, Jillian provides clear strategies to enact change. This is a 'must have' book for all those working in the Early Years. Nikki Fairchild, Early Years Initial Teacher Training Programme Coordinator, University of Chichester At a time when early years practitioners everywhere are feeling pressure to respond to the children's policy agenda, this accessible guide offers support in implementing and sustaining change. Underpinned by theoretical models, Rodd explores the relationship between leadership and quality and identifies the dynamics of change within the processes of leadership. The text is complemented by comments from a wide of practitioners illustrating how professionals in different contexts experience and respond to the complexity of change. Rory McDowall Clark, Senior Lecturer in Early Childhood, Worcester University Jillian Rodd gives a contemporary view of leadership and change incorporating the latest research from the early years sector. Practitioner voices are evident throughout the book and bring the text to life, helping to contextualise theory explained in the chapters to real issues practitioners encounter in everyday practice. The book provides insight to the complexities of leadership and change, essential understanding for both early years students and practitioners. Natalie Canning, Lecturer in Education - Early Years, The Open University This latest book from Jillian Rodd is timely as early childhood services continue to respond to the demands of policy and funding changes arising from continuing government interest in the early years. Another important application lies in responding to complexity arising from diverse communities and the challenges of improving and developing pedagogy and curriculum to enhance each child's learning and wellbeing. Currently there is little available that specifically addresses change in the early years. 'Leading change in the early years' progressively develops an argument that change is complex and multi-faceted, conceptualising change as encompassing quality improvement as a core function of early years services rather than as a special event to be managed. The role of leadership is presented as embedded within change where multiple leaders have responsibilities to contribute to change through building professional relationships that support collective endeavours within services. In recognising the complexity of change the work draws on current research offering comprehensive coverage of the issues and significant factors associated with change, including the importance of establishing and nurturing a culture of learning within a service. This latest work is very accessible and will be invaluable for existing early childhood leaders, aspiring leaders and tertiary students. I have no doubt this book will be valued as a companion to the acclaimed Leadership in Early Childhood now in the 4th edition. Kaye Colmer, CEO Gowrie SA Change is the big 'c' word in contemporary educational environments. Information overload, turbulence and complexity characterise our everyday practice and our paths up ahead. The inevitability of change means we must be prepared and can be proactive in responding to external drivers, as well as in initiating reform. Most of all we must be willing to learn and to grow in our thinking. In this book, Jillian Rodd, a pioneer leadership researcher is once again, on the front foot, engaging early childhood readers with inquiry, insights and innovation. Rodd's approach to leading change makes it possible to embrace challenges as opportunities. This book is a 'must read' for intentional leaders seeking practical strategies for the everyday realities of early childhood settings. Manjula Waniganayake (PhD), Associate Professor at the Institute of Early Childhood , Macquarie University

EBOOK: Leading Change in the Early Years

This book is the essential handbook to support all those considering or working towards achieving Early Years Professional Status (EYPS) whichever pathway they embark on.

The Early Years Professional's Complete Companion

This comprehensive text is aimed at all students studying for Early Years Professional Status via the Full Route Pathway, and guides readers through children's development in the first five years of life. Links to the Early Years Foundation Stage are made throughout, as students are steered through each of the thirty-nine national standards, and the practical application of theory is emphasised.

Assuming little or no experience of working with young children, the book includes: an examination of the theory and legislation full explanations of the principles of the Early Years Foundation Stage framework clear guidance on how children develop and learn from birth to five information on skills and behaviours that safeguard and promote good outcomes advice on leading, managing and supporting early years practitioners guidance on teamwork and collaboration suggestions for ongoing professional development. With practical examples from early years professionals, photographs to illustrate good practice and activities for reflection in every chapter, Early Years Professional Status is essential reading for students and practitioners looking to take a leading role in transforming and improving education and care services for young children.

Early Years Professional Status

This book brings together contributions from international experts on early years education to explore and debate relational pedagogy across different countries and in the context of a broad international field.

Learning Together in the Early Years

Working with Children in the Early Years is an accessible introduction to early years theories, policy and practice, offering practitioners in a diverse range of settings the opportunity to develop their knowledge, understanding and skills for working with young children. This fully updated second edition builds on new government agendas and interests in supporting quality provision for young children and their families. Bringing together current research and thinking in a broad range of areas, it covers: the diversity of practitioner roles and multi-agency working working with families listening to children observing and assessing developing professional roles health and well being curriculum and pedagogy the importance of play and learning in the early years All contributions are strongly practical and underpinned by relevant theory, and will support students and practitioners studying in the field of early years and early childhood studies as well as those aiming to achieve Early Years Professional Status. The book will also appeal to training providers, equipping them with a valuable and unique source to support a range of early years courses.

Working with Children in the Early Years

Early childhood is a time of wonder, excitement, adventure and learning. A time to experience social relations and friendships, and all of the emotions involved. The joy, and the excitement – of creating a common world with friends. A world of ‘what if’ and ‘as if’ moments that are accepted and built together, or rejected – leading to frustration, sadness and exclusion – the darker side of friendship. In this book, cultural-historical concepts are used to analyse the everyday lives of children. Inspired by contemporary ideas about moral imagination, Collaborative Pathways to Friendship in Early Childhood theorises friendship as a concept. Traditionally, studies about friendship in early childhood focus on relations built in educational settings. As a point of difference, Dr Adams and Dr Quinones introduce the conditions that are created for, with, and by young children as they move between everyday family life, and transition into education settings. Through narratives of internationally mobile families moving into Malaysia and established families in Mexico, varying perspectives of children, parents, teachers and principals are presented — culminating in a holistic understanding of friendship in early childhood. Providing insight into varied perspectives and processes involved when young children enter into friendships, this book will be of interest to researchers, post graduate students and teacher educators specialising in early childhood education, child psychology or social work.

Collaborative Pathways to Friendship in Early Childhood

Fully up to date with the latest information and theories, this text supports students and practitioners working in early years management.

Early Years Management in Practice

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.

Special Needs in the Early Years

This review of early childhood education and care (ECEC) in twenty OECD countries describes the social, economic, conceptual and research factors that influence early childhood policy.

Starting Strong II Early Childhood Education and Care