

# Theories And Theorists In Early Childhood

**Linda Miller,Linda Pound**

**Theories of Early Childhood Education** Lynn E. Cohen,Sandra Waite-Stupiansky,2017-03-03 Theories of Early Childhood Education provides a comprehensive introduction to the various theoretical perspectives influential in early childhood education, from developmental psychology to critical studies, Piaget to Freire. Expert chapter authors examine assumptions underpinning the use of theory in the early years and concisely explore the implications of these questions for policy and practice. Every chapter includes applications to practice that will assist students and professionals in seeing the relevance of the theoretical perspective for their teaching.

**Theories of Childhood, Second Edition** Carol Garhart Mooney,2013-02-22 Examine the work of five groundbreaking education theorists—John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky—in relation to early childhood. Theories of Childhood provides a basic introduction to each theorist and explains the relationship of theory to practice and its impact on real children, teachers, and classrooms. This edition reflects current academic learning standards and includes new understandings of Vygotsky's work. It is a popular guide to help early childhood professionals be aware of the theories behind good child care practices. It is also a widely-used text in undergraduate programs, community college courses, and training workshops that focus on early development and education. Carol Garhart Mooney has been an early childhood educator for more than forty years. She is also the author of Theories of Attachment, Use Your Words, and Swinging Pendulums.

*The Theory and Practice of Voice in Early Childhood* Lorna Arnott,Kate Wall,2022-03-16 Seeing young children as competent and capable social actors, *The Theory and Practice of Voice in Early Childhood* looks at how we can better understand young children's perspectives. Drawing on the 'Look Who's Talking' project, it focuses on the eight talking point posters: voice, democracy, culture, listen with purpose, space and place, skills and tools, enable and build capacity to help readers critically reflect on what voice means to them and for the children with whom they work. Combining the work of scholars and academics with front line workers and practitioners, each section groups two of the posters and provides an overview of the key theory followed by international case studies to illustrate how this thinking might be translated into practice. The book looks at all aspects of children's voice and how to ensure that all children, including those traditionally viewed as too young, with special needs or too disengaged, have a voice. Including reflections and suggesting points for

exploration and dialogue between practitioners, families and children, this will be valuable reading for those who wish to make the ideological principles of children's voice a practical reality.

*The Influence of Theorists and Pioneers on Early Childhood Education* Roy Evans,Olivia N. Saracho,2022-02-23 The chapters in this book reflect on the major shifts in the views of early childhood thinkers and educators, who have contributed to contemporary theoretical frameworks pertaining to early childhood learning. The book also revisits and critically analyses the influence of developmental theories on early childhood education, starting in the 1890s with the work of G. Stanley Hall that established the close association of early childhood education and child development. Several chapters comprise critical examinations of the fundamental influence of thinkers such as Piaget, Vygotsky, Kohlberg, Adler, Pestalozzi, Froebel, and so on, on early childhood learning. The book also contends that these theoretical conceptions of child development have heavily influenced modern views of early childhood education. This book is a significant new contribution to early childhood learning, and will be a great resource for academics, researchers, and advanced students of Education, Public Policy, History of Education, Psychology, and Sociology. The chapters in this book were originally published as a special issue of the Early Child Development and Care.

**Learning Theories in Childhood** Colette Gray,Sean MacBlain,2012-04-05 By focusing on the early philosophies of learning and the key behavioral, cognitive, and social theorists, this book provides a comprehensive overview of children's learning. The authors discuss the key learning theories, highlight the strengths and weaknesses of each approach and encourage reflection on how different approaches impact on the learning environment. The discussion finishes with an exploration of the new sociology of childhood. Examples are drawn from practice to highlight key concepts, and to make vital links between theory and practice.

**How Children Learn (New Edition)** Linda Pound,2019-10-08 An ideal introduction to the pioneers of educational theory for anyone studying childcare, child development or education - whether at further or higher education level. The first edition of this book has been a best-seller for almost a decade, identified as one of the top ten books for students of child development or early childhood care and education. In this new edition, there is an increased emphasis on both what practice based on particular theories of learning looks like and on criticisms of each theory. A glossary is included in sections highlighting words and concepts particular to the theorist in question. Full-colour photographs are used to illustrate some aspects of each theory or approach. How Children Learn looks at a wide range of theorists and practitioners who have influenced current understandings of how children learn and what this means for work with young children. The book summarises the findings and ideas of famous giants such as Montessori and Piaget as well as the more recent ideas of writers and thinkers such as Howard Gardner and Margaret Donaldson. It begins by looking at the work and life of Comenius who is widely described as the father of modern education and looks at the theory behind different approaches to early childhood

care and education such as Steiner Waldorf education, HighScope and Te Whariki. You will find this book invaluable in giving you a clearer picture of how ideas about children's learning have developed over the past four centuries.

**Child Development** Rosalyn H. Shute, Phillip T. Slee, 2015-05-15 *Child Development: Theories and Critical Perspectives* provides an engaging and perceptive overview of both well-established and recent theories in child and adolescent psychology. This unique summary of traditional scientific perspectives alongside critical post-modern thinking will provide readers with a sense of the historical development of different schools of thought. The authors also place theories of child development in philosophical and cultural contexts, explore links between them, and consider the implications of theory for practice in the light of the latest thinking and developments in implementation and translational science. Early chapters cover mainstream theories such as those of Piaget, Skinner, Freud, Maccoby and Vygotsky, whilst later chapters present interesting lesser-known theorists such as Sergei Rubinstein, and more recent influential theorists such as Esther Thelen. The book also addresses lifespan perspectives and systems theory, and describes the latest thinking in areas ranging from evolutionary theory and epigenetics, to feminism, the voice of the child and Indigenous theories. The new edition of *Child Development* has been extensively revised to include considerable recent advances in the field. As with the previous edition, the book has been written with the student in mind, and includes a number of useful pedagogical features including further reading, discussion questions, activities, and websites of interest. *Child Development: Theories and Critical Perspectives* will be essential reading for students on advanced courses in developmental psychology, education, social work and social policy, and the lucid style will also make it accessible to readers with little or no background in psychology.

**Early Learning Theories Made Visible** Miriam Beloglovsky, Lisa Daly, 2015-01-12 Go beyond reading about early learning theories and see what they look like in action in modern programs and teacher practices. With classroom vignettes and colorful photographs, this book makes the works of Jean Piaget, Erik Erikson, Lev Vygotsky, Abraham Maslow, John Dewey, Howard Gardner, and Louise Derman-Sparks visible, accessible, and easier to understand. Each theory is defined—through engaging stories and rich visuals—in relation to cognitive, social-emotional, and physical developmental domains. Use this book to build a stronger comprehension of the foundations of early learning theories and become more reflective and intentional in your work with young children.

**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.

**Transforming the Workforce for Children Birth Through Age 8** National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

*Early Childhood Theories and Contemporary Issues* Mine Conkbayir,Christine Pascal,2014-11-20 Having a good grasp of the theories of child development and how these translate into practice can make a positive difference to how you understand babies and children and the ways in which you can help them learn. This approachable guide offers easy access to a wide range of concepts, as well as classic and current theories, about how babies and children learn. Each chapter offers clear guidance on how to recognise the theory in action and suggests ways to test these ideas out in early years settings, supporting the development of reflective practice. Case studies are included throughout, along with questions to guide thinking and encourage readers to develop their practice. Summaries conclude each chapter offering a quick reference of the theory examined and the benefits of applying it to practice. *Early Childhood Theories and Contemporary Issues* is an essential guide for all those looking to develop and enhance their practice in supporting child development within the early years.

The Leader in Me Stephen R. Covey,2012-12-11 Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

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**Theories and Approaches to Learning in the Early Years** Linda Miller, Linda Pound, 2010-12-10 By focusing on key figures in early years education and care, this book considers the influential thinkers and ground-breaking approaches that have revolutionized practice. With contributions from leading authorities in the field, chapters provide an explanation of the approach, an analysis of the theoretical background, case studies, questions and discussion points to facilitate critical thinking. Included are chapters on: - Froebel - Psychoanalytical theories - Maria Montessori - Steiner Waldorf education - High/Scope - Post-modern and post-structuralist perspectives - Forest Schools - Vivian Gussin Paley - Te Whatilideriki Written in an accessible style and relevant to all levels of early years courses, the book has staggered levels of Further Reading that encourage reflection and promotes progression. Linda Miller is Professor Emeritus of Early Years, The Open University Linda Pound is a consultant and author, renowned for her work in early years education and care.

Children's Learning in Early Childhood Sean MacBlain, Author, 2021-03-03 Everything you need to know about Learning Theories in Early Childhood practice. This book explores the key theorists and theories that form the foundation of learning and development in early childhood. Building your own understanding and knowledge of children's learning, it then helps you develop the skills of translating theory into practice. How does this book support you? · The structure of the book mirrors your student learning journey, to compliment your course and seminar reading. · Parts 1 and 2 help you develop your

reflective and analytical skills through critical questions, photographs and discussion points. · Part 3 gives real life case studies to help you understand how the theories can be practically applied in settings to improve your own practice.

**Child Development** Jean A. Mercer,2018-04-09 Written for undergraduates, this book will become crucial to any student wanting a key to unlock the world of child development, by ensuring they understand the main concepts in the discipline.

**Theories and Approaches to Learning in the Early Years** Linda Miller,Linda Pound,2010-12-10 By focusing on key figures in early years education and care, this book considers the influential thinkers and ground-breaking approaches that have revolutionized practice. With contributions from leading authorities in the field, chapters provide an explanation of the approach, an analysis of the theoretical background, case studies, questions and discussion points to facilitate critical thinking. Included are chapters on: - Froebel - Psychoanalytical theories - Maria Montessori - Steiner Waldorf education - High/Scope - Post-modern and post-structuralist perspectives - Forest Schools - Vivian Gussin Paley - Te Whatilderiki Written in an accessible style and relevant to all levels of early years courses, the book has staggered levels of Further Reading that encourage reflection and promotes progression. Linda Miller is Professor Emeritus of Early Years, The Open University Linda Pound is a consultant and author, renowned for her work in early years education and care.

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