Emergent Curriculum In The Primary Classroom
Interpreting The Reggio Emilia Approach In Schools
Early Childhood Education Series

Carol Anne Wien

Emergent Curriculum in the Primary Classroom Carol Anne Wien, 2015-04-26 How is a compelling, exemplary curriculum created in schools in spite of the pressures to implement a standardized one? In this book, teachers and principals share their experiences with emergent curriculum, and with the creative practices they've developed in urban classrooms kindergarten to 3rd grade. We learn what they were trying to do, how they began the process, the challenges they faced, the decisions they made, and what happened to the children. All chapters are written by teachers who have found ways of interpreting the Reggio approach to enrich their teaching within the confines of traditional schools. This book is essential reading for anyone wishing to understand emergent curriculum and for all who hope to nurture an enlivening, energizing way to learn in classrooms. The inspiring stories presented here illustrate: Ways that early childhood values and practices have been sustained and promoted in elementary schools. Exemplary teaching practice, where children want to learn and teachers want to teach. How the influence of the Reggio Emilia approach is reaching into urban public school environments with diverse populations. Democratic participatory teaching that offers visions of responsible citizenship for children. “This book is a treasure trove of useful frameworks, wonderful teacher stories, and memorable insights. It demonstrates the remarkable potential of children and teachers, and it clarifies how North American elementary school educators can take hold of ideas from Reggio Emilia and integrate them with their own ideals and standards.” —Carolyn Pope Edwards, University of Nebraska-Lincoln “Carol Anne Wien demonstrates again that she can illustrate complex ideas—this time the theories underlying the Reggio Emilia approach—in innovative ways for a broad audience.” —Celia Genishi, Teachers College, Columbia University “A must read for educators seeking an antidote to prescriptive curricular practice that respects neither children nor teachers.” —Curt Dudley-Marling, Lynch School of Education, Boston College “This book provides long overdue and compelling pathways for extending Reggio Emilia principles into the primary grades. It will encourage readers to feel their way into the spirit and substance of emergent curricula and come away rejuvenated.” —Daniel Scheinfeld,
Erikson Institute, Chicago, Illinois

**The Power of Emergent Curriculum** Carol Anne Wien, 2014 Vignettes focusing on emergent curriculum

**Connecting Emergent Curriculum and Standards in the Early Childhood Classroom** Sydney Schwartz, Sherry Copeland, 2015-04-24 The most pressing challenge in early childhood education today is to find a way to meet the standards within a developmentally appropriate approach. In this book, two active early childhood educators provide teachers with resources to bring content alive and document it in every-day, action-based pre-K and Kindergarten classrooms. The book includes lists of key content ideas—coordinated with learning standards in science, mathematics, social studies, and the communication arts—to guide teacher observations of, and interactions with, young children. Chapters focus on ways to extend children’s emerging use of content in the block, manipulative, sand and water, drama, expressive arts, and literacy centers, as well as link to the development of themes. Book features include: Lists of key ideas in the content areas. Examples of conversations that nurture children’s emerging content understandings. Vignettes from the field illustrating teachers’ experiences of embedding content into center activities, along with photographs. Sample forms for documenting children’s learning as they meet the standards in a variety of contexts. Sydney L. Schwartz is a Professor Emerita of Queens College of the City University of New York. Sherry M. Copeland is an experienced early childhood teacher, teacher trainer, advocate, and director of early childhood programs.

**Loris Malaguzzi and the Reggio Emilia Experience** Kathy Hall, Mary Horgan, Anna Ridgway, Rosaleen Murphy, Maura Cunneen, Denice Cunningham, 2014-10-23 The Municipal preschools of Reggio Emilia, in Northern Italy, are renowned worldwide for the excellence of their provision. This approach provides a unique collaboration between children, parents, teachers and the wider community. Loris Malaguzzi and the Reggio Emilia Experience brings together the history and context of the Reggio Emilia experience, and explores the principles espoused by Loris Malaguzzi and the Early Years' Educators of the Reggio Emilia Municipality. It critically evaluates the emergent curriculum and quality provision and offers new insights into the powerful and dominant discourses of the Reggio movement. It will provide students and educators with a comprehensive overview of the phenomenon that is Reggio Emilia.

**Multicultural Teaching in the Early Childhood Classroom** Mariana Souto-Manning, 2015-04-24 This unique book features an array of approaches, strategies, and tools for teaching multiculturally in the early years. The teachers and classrooms portrayed here provide young children with rich educational experiences that empower them to understand themselves in relation to others. You will see how amazing teachers engage in culturally responsive teaching that fosters educational equity while also meeting state and national standards (such as the Common Core State Standards). This engaging book is sprinkled with questions for reflection and implementation that encourage educators to start planning ways of enhancing their own teaching, making their early childhood setting a more equitable learning space. Book Features: Multicultural education in
action, including the everyday issues and tensions experienced by children and their families. Powerful vignettes from diverse Head Start, preschool, kindergarten, 1st- and 2nd-grade classrooms throughout the United States. Sections on “Getting Started” and “Considering Obstacles and Exploring Possibilities” in each chapter. A list of multicultural children’s books and resources for further reading. Chapters: Multicultural Tools and Strategies for Teaching Young Children Multicultural Education as Transformative Education Interviews: Encouraging Children to Ask Questions Critical Inquiry: Supporting Children’s Investigations Culture Circles with Multicultural Literature: Addressing Issues of Fairness Community Resources and Home Literacies: Developing Funds of Knowledge Technology: Media(ting) Multicultural Teaching Storytelling and Story Acting: Creating Spaces for Children to Negotiate Change Reflecting on the Possibilities of Teaching Multiculturally: What Next? What If? Mariana Souto-Manning is Associate Professor of Education in the Department of Curriculum and Teaching at Teachers College, Columbia University. “A profound, rich, and rewarding meditation and deep conversation with teachers fully engaging young children with culture, social history, and learning for the future. This wide-ranging book escapes temporal, spatial, and disciplinary boundaries. Read it and reflect on how you can take it into your own life of learning.” —Shirley Brice Heath, Professor Emerita, Stanford University “Early childhood educators will experience this unique book as a warm and detailed invitation to engage in multicultural education. The emphasis throughout is on “multi”—multiple pedagogical approaches, from culture circles to podcasts to story acting, and multiple cultural heritages embodied by active children and teachers. From a critical perspective and alongside creative teachers who aspire to be transformative, Souto-Manning links accessible theory with rich and thoughtful practices.” —Celia Genishi, Professor of Education, Teachers College, Columbia University “Mariana Souto-Manning’s Multicultural Teaching in the Early Childhood Classroom rightly places the use of deficit thinking and ineffective teaching strategies in the wasteland of classroom instruction. The author superbly documents and explains ways of teaching multiculturally that will richly benefit the learning of all students and make teaching become the fun that teachers dreamed it would be when they first said, ‘I want to teach because I love kids.’” —Carl A. Grant, Hoefs-Bascom Professor, University of Wisconsin-Madison “Multicultural Teaching in the Early Childhood Classroom encourages teachers to honor, affirm, and challenge even our very youngest children to think inclusively, critically, and democratically—a necessity if we are to help develop knowledgeable, caring, and empowered learners.” —Sonia Nieto, Professor Emerita, University of Massachusetts, Amherst

**Ready to Learn** Anne Burke, 2010 This timely book explores innovative ways teachers can use play-based activities to build a strong literacy foundation for young learners. It is committed to creating classrooms that feature collaborative learning spaces where children work with their peers, assume roles and viewpoints, and communicate naturally with each other. This comprehensive approach to learning looks at functional and constructive play as well as more structured dramatic play and games with rules. Observations of children’s play moments and activities directed by children themselves are
Researchers, educators, professional organizations, administrators, parents, and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs. This interest has developed swiftly during the last decades. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) developed a position statement titled, “Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8,” to address related trends, issues, guiding principles, and values. Appropriate and well-designed evaluations need to address several audiences including researchers, educators, policy makers, children, and parents. They need to encourage the implementation of a strong foundation that improves the quality of the children’s education. Child assessment and program evaluation can lead to effective results and better accountability for preschool, kindergarten, and primary school programs. The purpose of this volume is to share a collection of research strands on contemporary perspectives on research in assessment and evaluation in early childhood education. It provides a review and critical analysis of the literature on assessment and evaluation of programs, children, teachers, and settings. The volume begins with a brief introductory chapter that presents the reader with a map of the area, laying out the issues and alternatives, and linking these to the chapters that follow. It addresses several areas including (1) understanding assessment and evaluation with young children, (2) schools and assessment implications, (3) teacher evaluation and professional development, (4) social relationships and assessment, (5) content areas in early education assessment, (6) technology and assessment, and (7) conclusion with future research directions in assessment and evaluation in early childhood education. The volume is of interest to researchers, educators, policy makers, university faculty, graduate students, and general readers who are interested in research on assessment and evaluation in early childhood education. The chapters are authored by established scholars in the field.

In this unique text, Dr. Brenda Jacobs brings together two important ideas that have become central to learning and development in education, demonstrating the core relationship between self-regulation and inquiry-based learning in primary classrooms. The author compellingly shows that inquiry-based learning can empower children and is vital to becoming self-regulated learners. Drawing on real-life classroom examples, the volume outlines four key insights: that children learn self-regulation during inquiry-based learning in the same way they do during play; that teachers can use scaffolding strategies to support this development; that inquiry-based learning promotes the positive emotions essential for the development of social and...
emotional learning; and, finally, that during inquiry-based learning, children use oral language as a self-regulatory tool. These insights are applied to the four components of emergent curriculum— inquiry design, classroom environment, conversation, and documentation—to show how educators can help children become self-regulated learners. Considering how COVID-19 has exacerbated children’s social, emotional, behavioural, physical, and mental health problems, this timely volume also provides guidance about how to do inquiry-based learning in virtual classrooms. Concise and practical, Self-Regulation and Inquiry-Based Learning in the Primary Classroom is an invaluable foundational text for students in Education and Early Childhood Education and for pre-service and in-service teachers alike.

**Ethics, Equity, and Inclusive Education** Agnes Gajewski, 2017-05-11 This volume focuses on professional ethics and the moral dimensions of inclusive education. Grounded in an examination of international conceptualizations of ethics and inclusion, this book will provide a comprehensive analysis of current understandings of professional ethics in the context of inclusive education.

**Inclusion in the Early Childhood Classroom** Susan L. Recchia, Yoon-Joo Lee, 2015-04-18 In this engaging book, the authors share stories from their practice and research about several young children with a variety of developmental delays and disabilities and their teachers. They explore the ways that teachers and children respond in real classrooms to real challenges, examining both those opportunities that are capitalized on as well as those that are missed. The book addresses a wide array of issues that contribute to our understanding of what makes a difference in the inclusive early childhood classroom, including the role of development, ways of honoring different learning styles, building a sense of classroom community, addressing power dynamics, and responding to conflict with both teachers and peers. This practical resource introduces a framework that will inspire early childhood teachers to reflect on their own practices and take action to develop new strategies for teaching in inclusive classrooms.

**Understanding the Language Development and Early Education of Hispanic Children** Eugene E. García, Erminda H. García, 2012-06-11 Young Hispanic children are the largest and fastest growing ethnic minority population in the United States, representing diverse racial, linguistic, and cultural backgrounds. Educational skills and achievement lag significantly for this population creating an unacceptable achievement gap at the beginning of kindergarten that grows even further by the end of third grade. What can we learn from the empirical literature, theory, programs, and policies associated with language and early learning for young Hispanics? What are the home and school factors important to differences in early cognitive development and educational well-being? In this timely collaboration, a renowned researcher and a seasoned practitioner explore these questions with a focus on specific instructional interventions that are associated with reducing the achievement gap for young Hispanic children. Chapters emphasize educational practices, including teacher competencies, instructional strategies, curricular content, parent involvement, and related policy. The text includes teacher-friendly
artifacts, instructional organizers, and lesson descriptions.

**Don’t Leave the Story in the Book** Mary Hynes-Berry, 2015-04-24 Drawing from 30 years of teaching and professional development experience, this book offers a roadmap for using children's literature to provide authentic learning. Featuring a storytellers voice, each chapter includes a case study about how a particular fiction or nonfiction work can be used in an early childhood classroom; a series of open-ended questions to help readers construct their own inquiry units; and a bibliography of children's literature. This book provides a unique synthesis of ideas based on constructivist approaches to learning, including the importance of positive dispositions and learning communities, the nature of higher order thinking, and the relationship between methods such as guided inquiry in the sciences and balanced literacy.

**The Story in the Picture** Christine Mulcahey, 2009 This book provides teachers with the skills, and freedom, to design rich and open-ended art experiences for young children. The author demonstrates that using fine art reproductions in the early childhood curriculum allows children to construct their own meanings, teaches diversity, fosters thinking skills, and encourages storytelling. Based on the NAEYC and NAEA standards, this teacher-friendly resource includes lesson ideas, examples of activities, and photographs of children. “The Story in the Picture has the capacity to have a profound impact on how art is viewed by educators by changing the art experience from one of insignificance to one that contributes greatly to the cognitive growth of the child.” —Sharon Shaffer, Executive Director, Smithsonian Early Enrichment Center “Christine Mulcahey’s watchwords are freedom, creativity, and imagination. . . . One can almost feel perspectives opening on her side of the looking glass as children’s voices break through the hush, and we come in touch with the unexpected.” —From the Foreword by Maxine Greene, Teachers College, Columbia University “Early childhood teachers will find this well-written, engaging, and easy-to-read book to be a gift! It makes sense of current research on early childhood and art and speaks to many common insecurities with easy-to-implement suggestions for the classroom.” —Cathy Topal, Smith College “In the tradition of Geraldine Dimondstein and W. Lambert Brittain, Christine Mulcahey shares wise counsel gleaned from conversations with young children about the art they make and the art that they encounter in richly varied preschool programs. —Christine Marmé Thompson, Pennsylvania State University

**Narrative Inquiry in Early Childhood and Elementary School** Stephanie Sisk-Hilton, Daniel R. Meier, 2016-08-25 As top-down educational reform policies at local and national levels increasingly isolate teachers from their own professional and instructional agency, and stultify children’s passion for learning, new techniques are needed for understanding and transforming educational practices. Narrative Inquiry in Early Childhood and Elementary School: Learning to Teach, Teaching Well facilitates meaningful change in early years education by providing early childhood and elementary school teachers with methods to incorporate narrative into their instruction and inquiry. This book offers practical strategies for incorporating narrative tools and structures into the classroom, and encouraging effective conceptual, pedagogical, and
personal avenues for engaged teaching and learning across languages and cultures. The book’s chapters promote a lively discussion of central tenets of narrative inquiry and illustrative examples of teachers at work with narrative and inquiry for improving their practice and children’s learning.

**Encounters With Materials in Early Childhood Education** Veronica Pacini-Ketchabaw, Sylvia Kind, Laurie L. M. Kocher, 2016-08-19

Encounters with Materials in Early Childhood Education rearticulates understandings of materials—blocks of clay, sheets of paper, brushes and paints—to formulate what happens when we think with materials and apply them to early childhood development and classrooms. The book develops ways of thinking about materials that are more sustainable and insightful than what most children in the Western world experience today through capitalist narratives. Through a series of ethnographic events and engagement with existing ideas of relationality in the visual arts, feminist ethics, science studies, philosophy, and anthropology, Encounters with Materials in Early Childhood Education highlights how materials can be conceptualized as active participants in early childhood education and generators of human insight. A variety of examples show how educators, young children, and researchers have engaged in thinking with materials in early years classrooms and explore what materials are capable of in their encounters with other materials and with children. Please visit the companion website at www.encounterswithmaterials.com for additional features, including interviews with the authors and the teachers featured in the book, videos and photographs of the classroom narratives described in these pages, and an ongoing blog of the authors’ ethnographic notes.

**An Encounter with Reggio Emilia** Linda Kinney, Pat Wharton, 2007-11-26

The documentation of young children’s learning plays a vital role in the pre-schools of Reggio Emilia. This leading edge approach to bringing record-keeping and assessment into the heart of young children’s learning is envied and emulated by educators around the world. This unique, accessible and inspiring book is based upon a documentary approach successfully implemented by Stirling Council in Scotland, whose pre-school educators experienced dramatic improvements in their understandings about young children, how they learn and the potential unleashed in successfully engaging families in the learning process. This approach, which is based on careful listening to children and observation of their interests and concerns, centres around recording and commentating on children's learning through photos, wall displays, videos and a variety of different media. The authors, both experienced educators include chapters here on: why early years' educators should use documentation as a means to enhance young children's learning the values, principles and theories that underlie the 'Reggio' approach how to implement documentations into any early years setting, with real-life case studies and hints for avoiding common pitfalls how to involve, inspire and enthuse families and the wider community.

**Twelve Best Practices for Early Childhood Education** Ann Lewin-Benham, 2015-04-24

Popular author Ann Lewin-Benham draws on her experience with the Reggio Approach to present 12 best practices inspired not only by Reggio, but also...
by play-based and Montessori approaches to early childhood education. These practices are demonstrated, one per chapter, with scenarios from classrooms, dialogues of children and teachers, and work samples showing the outcome of using each practice. This resource includes a self-assessment tool to assist you in examining your practices and those of your school.

The Early Years Matter Marilou Hyson, Heather Biggar Tomlinson, 2014-12-04 This accessible and engaging work introduces current and future teachers, child care providers, and others interested in early childhood education to the importance of the early years in children’s well-being and success. It summarizes the research on the value of high-quality services for young children, families, and society, showing why early education matters both today and into the future. Emphasizing the need to understand and respect young children’s strengths and unique characteristics, the authors offer inspiration for working in the field, as well as addressing the realistic challenges of implementing developmentally appropriate care and education. Each chapter begins with an introductory vignette focused on one child whose experiences are typical of other children in the same age group or life circumstances, using that child’s experiences to draw out what the best research tells us about why early care and education matters for that group of children. The book also features first-person narratives by early childhood professionals working in a range of positions who offer insight into the complexity and joys of working with or on behalf of young children. Suggestions for further reading and concluding questions for reflection, dialogue, and action make The Early Years Matter a perfect resource for courses and professional development. “Hyson and Tomlinson do not simply provide a straightforward and comprehensive view of early childhood education; they humanize it through the experiences of children, families, and early childhood professionals. They leave the reader with a clear understanding of the myriad of ways in which high-quality early childhood education programs matter in the early years, and they matter a lot.” —From the Foreword by Jacqueline Jones “This book does a remarkable job of inviting future and current practitioners further into the world of the early childhood profession. It provides clear, interesting, and succinct overviews of issues critical for those working in early childhood to understand, weaving in the most recent developments in research, policy, and practice in accessible ways. Each section of the book also literally puts a face on a selected issue, inviting readers to meet a child and family experiencing the issue, as well as colleagues focusing on it in their work. The Early Years Matter is engaging—both a pleasure to read and effective in welcoming readers to take part in work of great significance.” —Martha Zaslow, director, Society for Research in Child Development (SRCD), Office for Policy and Communications

Professional Learning from Classroom-Based Inquiries Jyoti Rookshana Jhagroo, Patricia Martha Stringer, 2023-10-31 This book provides authentic practice-based inquiries by pre-service teachers. Their reflective narratives showcase their individual inquiries as they navigated their self-chosen professional learning journeys through the teaching as inquiry framework. The narratives advance what it means to be a reflective practitioner in practice and highlight necessary dispositional skill sets to attain valuable professional learning through inquiry. Through an inquiry stance, pre-service
teachers are liberated from being knowledge consumers to local knowledge producers relevant to their practice. The dissonance this shift creates, negates the ‘comfortable doing’ of teaching to make the act of teaching authentic, relevant, and powerful.

**Young English Language Learners** Eugene E. Garcia, Ellen C. Frede, 2019-07-05

It is well known that the number of non-English speakers is on the rise in the United States. What is less well known is that the largest proportion of this population is children under the age of 5. These young English language learners (ELLs) often demonstrate achievement gaps in basic math and reading skills when they start school. How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners. The chapters in this important book provide up-to-date syntheses of the research base for young ELLs on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom, assessment, and teacher-preparation practices. Contributors: Linda M. Espinosa, Margaret Freedson, Claudia Galindo, Fred Genesee, Donald J. Hernandez, José E. Náñez Sr., and Flora V. Rodríguez-Brown “This is a must-have for those who are working directly or indirectly with young English language learners.” —Olivia Saracho, University of Maryland, College Park, Maryland

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