

Nutbrown

## Threads of Thinking

Young Children Learning and the Role of Early Education

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'Reading 'Threads of Thinking' is like having a comfortable conversation with one who exudes experience and skilfully imparts knowledge about young children's learning and the role of early education....it is a highly informative resource for teachers of early childhood. Students studying from Level 3 to degree level will find it a trusty companion' - ESCalate Threads of Thinking, Third Edition is a book for all early years practitioners who wish to support and develop children's thinking. The author presents evidence of continuity and progression in young children's thinking and shows, with detailed observations, that they are able and active learners. She considers aspects of children's patterns of learning and thinking - or schemas - and demonstrates clearly how children learn in an active, dynamic and creative way. Numerous examples of young children 'in action' are used, which illustrate their learning in areas of literacy, mathematics and science. Observations of babies and toddlers are included in this new edition with discussion of how their early schematic development can be supported. Examples of children learning through creative experiences in the arts are also included. Implications for curriculum, assessment and work with parents are thoroughly considered in a style that compels attention to children's own learning agendas. The Second Edition of Threads of Thinking was published 1999. Since then the policy context of early childhood education has undergone radical change. In response to this and other important policy developments, this fully revised Third Edition includes numerous detailed descriptions of children learning and discusses those observations in the light of our understanding about how children learn and how early childhood educators might teach. The impact of current national policies is addressed throughout, including the implications for practitioners of early assessment and the relationship of assessment to learning.



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