The Whole Child: Developmental Education For The Early Years

Joanne Hendrick

It provides a complete developmental approach to early childhood education, giving teachers the specific skills they need to teach the
whole child—emotionally, socially, physically, creatively, and cognitively. The author believes that physical and emotional health are
fundamental to the well-being of children and provides practical methods and materials that address the entire individual, not just
curriculum topics. A strength of the book is while it focuses on the five developmental selves of children, it places them in the
context of contemporary family life and the multicultural world of Developmentally Appropriate Practice in Early Childhood Programs
Serving Children from Birth through Age 8. Adopted 2009. Copyright © 2009 by the National Association for the Education of Young
Children.

2. Critical issues in the current context. For many years, preschool education and elementary education—each with its
own funding sources, infrastructure, values, and traditions—have remained largely separate. In fact, the education establishment
typically has not thought of preschool as a full-fledged part of American public education. They miss much of the joy and expansive
learning of childhood. Educators across the whole preschool-primary spectrum have perspectives and strengths to bring to a closer
collaboration and ongoing dialogue. Supporting Early Mathematical Development is an essential text for current Early Years practitioners
and students, offering an excellent blend of theory and practice that will enable you to provide successful mathematical education for
children from birth to eight years old. Charting the delivery of mathematical development in Playgroups, Children’s Centres, Nurseries
and Primary Schools, it forges links between current practice and fundamental Early Years principles and makes suggestions for
creating effective pedagogies in maths teaching. Planning for the Early Years Foundation Stage complements the six Learning area
books in this series by explaining the basis of clear planning and how it links to careful observation and assessment.
The whole child. Developmental education for the early years. 9th ed. by Joanne Hendrick. Welcoming children who have special needs into the life of the school. Using standards and assessment in early childhood education. Handling daily routines. Promoting the development of the physical self. Strengthening the development of the emotional self. Enhancing the development of the social self: encouraging social competence in young children. Enhancing the development of the social self: fostering self-discipline and conflict resolution skills. Fostering the development of language skills. Fostering the emergence of literacy. Supporting the development of the cognitive self. Nurturing includes bibliographies and index. How to survive while teaching: suggestions and guidelines for the first few weeks. What makes a good day for children? Handling daily routines. Development of the physical self. Fostering mental health in young children. Developing self-esteem in young children. Tender topics: helping children master emotional crises. Developing social competence in young children. Helping young children establish self-discipline and self-control. But what if she won't do what I say? Joanne Hendrick, Patricia Weissman. If we offer the young children we teach rich and appropriate learning opportunities combined with enough time for them to enjoy and experience those opportunities to the fullest, we will enhance childhood, not violate it. The Whole Child is a practical methods book that explains how to teach young children in ways that foster healthy development. This text focuses on the "whole child" and what they need from the learning environment in order to thrive. It pictures the child as being made up of "selves" - emotional, social, physical, cr
EARLY CHILDHOOD DEVELOPMENT—BASIC CONCEPTS iii. RESOURCE GUIDE 2: INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT

Resource Guide 2 is one of six ECD Resource Guides from the CRS SCORE ECD curriculum. This guide describes only the early childhood development of children from birth to five years of age. Early childhood development is defined with many different terminologies by different programs or institutions. Commonly used early childhood terminology include: Early Childhood Education (ECE), Early Childhood Care and Education (ECCE), Early Childhood Care (ECC), Early Childhood Care and Development (ECCD), and Early Childhood Care for Development (WHO & UNICEF, 2012).

- Situate children within the context of a developmental continuum that extends from birth to age eight years rather than evaluate their performance against age-related expectations.
- Recognize multiple sources of evidence and points of view about children's growth and learning.
- Prepare a practical document for early childhood professionals working in all types of early childhood settings.

Values are complemented by detailed attention to the early child development research in the fields of early childhood education, family studies, developmental psychology, neurosciences, anthropology, sociology, pediatrics and epidemiology. Early child development sets the foundation for lifelong learning, behaviour and health.

The developmental window (rapidity of brain development during early childhood). The brain develops through a dynamic interaction between underlying biological processes and exposures and experiences in the environment. This process begins at conception and continues throughout life. During a child's early years, the brain develops in rapid and fundamental ways, and connections among neurons are reinforced. Because of this, early childhood is a window of both great risk of vulnerability to disruption and great potential for the impact of positive developmental influences. The interplay...