

The Creative Curriculum - Teaching Strategies, LLC.

She was born and raised in Oak Ridge, Tennessee, where she developed a special love and understanding for young children through her relationships with seven nieces and nephews. Prior to teaching and directing in university settings, she taught kindergarten in public and private schools, taught preschool in parent cooperative and university laboratory settings, and organized and directed the first preschool program in the Nashville, Tennessee, metropolitan school system. With her sister, Barbara Catron Parks, Dr. Catron has published three storytelling books: Allen has been a faculty member at the University of Tennessee, Knoxville, from to where she taught undergraduate and graduate classes in child development, early childhood education, and children and stress. She currently is conducting research and writing about the children, now in their 30s, that she taught in Head Start and about their lives 25 years later. Developing Future Faculty as Teacher-Scholars, an initiative of research, training, and support graduate students in their instructional role at a research university. From to , Dr. Allen was associate dean of the Graduate School at Northwestern University in Evanston, Illinois, where she also taught undergraduate and graduate classes in child development. For the past 10 years she has also conducted research about mentoring, ethics, and the responsible conduct of research. Contributing Authors Bobbie Beckam is a preschool special-education teacher at the Ft. She has a master of arts degree in speech pathology University of Tennessee and a certificate of clinical competence in speech-language pathology. Kathy Carlson is a former coordinator of the preschool program in the University of Tennessee Child Development Laboratories. She has a master of science degree in child and family studies University of Tennessee. Kerlin is a parent advisor with Tennessee Infant Parent Services and a former coordinator of the toddler program in the University of Tennessee Child Development Laboratories. She has a master of science degree in child development University of Tennessee. Anne Miller Scott is early childhood education coordinator at the University of Tennessee; she previously was director of the Child Development Laboratories. Her master of science degree is in child and family studies University of Tennessee. Bibliografische Informationen Early Childhood Curriculum: A Creative Play Model Autoren.

Chapter 2 : Early Childhood Curriculum: A Creative Play Model (2nd Edition) | eBay

Curriculum is based on creative play model. Transfers theory into practice by helping students understand a curriculum model (the creative play model) based on development and play. Inclusion of children with disabilities is integrated into each chapter.

These studies are primarily focused on the respective academic domain or area of development with play viewed as a means to foster child development in these domains. These contributions are associated with the development of broader competencies such as theory of mind,¹⁸ symbolic representation,¹⁹ and self-regulation²⁰ that not only affect child development in early years but have long lasting effect in the school years and beyond. Traditionally, the majority of studies from this perspective have been done in naturalistic settings with children engaged in free play with little or no adult guidance. It is becoming clear that not all play is created equal and that when older preschoolers are engaged in the kind of play that is more typical for toddlers they may not acquire the full benefits usually associated with play. Are the skills learned in block play for example, the same as what is learned from make-believe play? Should these be measured in different ways? Related to this is the scarcity of research on instructional strategies designed to support play so it will reach its most mature level. The idea that we need to teach young children how to play is not a new one; until recently, however, it has been primarily discussed in terms of enhancing or facilitating play that has already reached a certain level of development²⁵ with explicit play instruction limited to the context of special education. This approach, while valid in the past, may no longer be sufficient because of dramatic changes in the culture of childhood^{28,29,30,31,32,33} have resulted in a situation where an early childhood classroom may be the only place where many children have the opportunity to learn how to play. While some longitudinal data are available about the effects of play-based and non play-based early childhood programs,³⁵ these studies do not always contain enough specificity about the nature of play in these programs or of the range of levels of play observed across participating children. At the same time, the majority of studies linking play to specific academic or social-emotional competencies focus on short-term outcomes which may underestimate the importance of play in developing broader range of competencies that may not be fully assessed until later. However, the lack of common definition of play makes it hard to provide specific recommendations for curriculum designers and to advocate for preserving play in early childhood classrooms in the face of increasing demands for a focus on academic skills. However, the distinction between play and playful learning has to be made clear both in the description of their objectives and the specific pedagogies associated with each of them. References Bredekamp S, Copple C, eds. *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8*. National Academy Press; Mathematics learning in early childhood: Paths toward excellence and equity. National Academies Press; *The power of play: Learning what comes naturally*. Da Capo Press; *Early childhood curriculum, assessment, and program evaluation*: Bredekamp S, Rosegrant T, eds. National Association for the Education of Young Children; Roskos K, Christie J. Examining the play-literacy interface: *Journal of Early Childhood Literacy* ;1 1: Saracho ON, Spodek B. *Early Child Development and Care* ; 7: Mathematical play and playful mathematics: A guide for early education. Oxford University Press; Supporting scientific conceptual consciousness or learning in a roundabout way in play-based contexts. *International Journal of Science Education* ;31 8: Uren N, Stagnitti K. Pretend play, social competence and involvement in children aged years: *Australian Occupational Therapy Journal* ;56 1: Large-group and free-play times: Conversational settings supporting language and literacy development. *Beginning literacy with language: Young children learning at home and school. Journal of Educational Psychology* ;98 4: *Child Development Perspectives* ;3 2: Enhancing phonological awareness, print awareness, and oral language skills in preschool children. *Intervention in School and Clinic* ;39 2 ; Pretend play and theory of mind: *Play and culture studies*. Van Oers B, Wardekker W. On becoming an authentic learner: *Journal of curriculum studies* ;31 2: Wellspring for development of self-regulation. How play motivates and enhances cognitive and social-emotional growth. Oxford University Press ; Rogers S, Evans J. Rethinking role play in the reception class. *Educational Research* ;49 2: Miller E,

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Chapter 3 : Creative Play Curriculum by Natalia Cifuentes on Prezi

DEVELOPMENT “A creative play environment is the philosophical basis of the curriculum model; the growth of the whole child in these six developmental domains forms the central focus of the curriculum model” Creative play curriculum supports and encourages children's development in all areas.

Montessori Philosophy This approach, developed by Maria Montessori in Rome in the early 1900s, is child-centered, with teachers serving as guides. While there is a focus on academics, the distinguishing feature is that children learn at their own pace. There are special Montessori toys called manipulatives that are self-corrective; this means that a child knows if they assembled a puzzle correctly, for example, based on the toy fitting together, not because someone showed the child how to do it. This allows the older children to serve as role models for the younger ones, and also exposes children to different ages. Children generally have the same teacher for those three years, allowing close teacher-student relationships to develop. The mixed-age aspect also encourages older children to help the younger children, which helps build their self-esteem. Jennifer Lucas, who chose Montessori for her daughters, ages five and three, likes the structure of the program and how children learn to work quietly and independently at a task. She also likes the mixed-age setup, although it took her oldest daughter time to adjust to being the oldest in the class. All of the sudden, most of her friends had moved on and she had not.

Waldorf Philosophy If you find a Waldorf school, you can trust that it is true to the Waldorf philosophy, since each school and all of its teachers must be Waldorf certified. This play-based approach is characterized by a predictable structure, providing children with a dependable routine, such as certain days of the week for set activities like baking or gardening, as well as mixed-age classrooms with the same teacher for multiple years. There is also an emphasis on cooperation, and the setting generally appears like a home—warm and friendly, with wooden toys and natural materials. What stands out about Waldorf is its stance against traditional grading systems and exclusion of media in the curriculum. Waldorf does not include media computers, videos or electronics of any kind and also does not involve academics, which means no homework, tests, handouts or even desks. Children are introduced to formal reading skills in the first grade.

Reggio Emilia Philosophy Although you may not come across many Reggio Emilia schools, there are many Reggio Emilia-inspired schools based on the approach developed in the 1940s in the town of Reggio Emilia in northern Italy. After World War II, the community, along with schoolteacher Loris Malaguzzi, came together to develop schools that would help children become better citizens. Reggio Emilia schools are known for a project-based approach, which many preschool programs have borrowed. In a project-based curriculum, lessons are based on the interest of the students. Children learn all about cooperation through the many projects, particularly how to solve problems and resolve conflicts. A coop preschool may subscribe to one or more philosophies, but there is generally an emphasis on cooperation and resolving conflicts. Parents help run the school and help out in the classroom, working closely with the teachers. They are able to see their children in the learning environment and can develop partnerships with the teachers. Laura Lewis Brown caught the writing bug as soon as she could hold a pen. For several years, she wrote a national online column on relationships, and she now teaches writing as an adjunct professor. She lives in Baltimore with her husband and three young children, who give her a lot of material for her blog, EarlyMorningMom.

Chapter 4 : Early Childhood Curriculum: A Creative-play Model - Google Books

Research Foundation: The Creative Curriculum “At the heart of The Creative Curriculum is knowledge of child development theory and careful consideration of the latest research in the field of early childhood.”

Chapter 5 : Catron & Allen, Early Childhood Curriculum: A Creative Play Model, 4th Edition | Pearson

Ages birth to 5. This comprehensive guide provides information on planning programs with a play-based, developmental curriculum for children from birth to five years of age and covers basic principles and current research in early childhood

curricula.

Chapter 6 : Early Childhood Curriculum: A Creative Play Model (4th Edition) | eBay

Theory and Creative Curriculum. Maslow's Theory of Basic Needs & Learning. A child's basic needs must be met before they are able to learn. o Physiological needs such as hunger and thirst; a hungry child has difficulty focusing on.

Chapter 7 : Curriculum and Play in Early Child Development

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