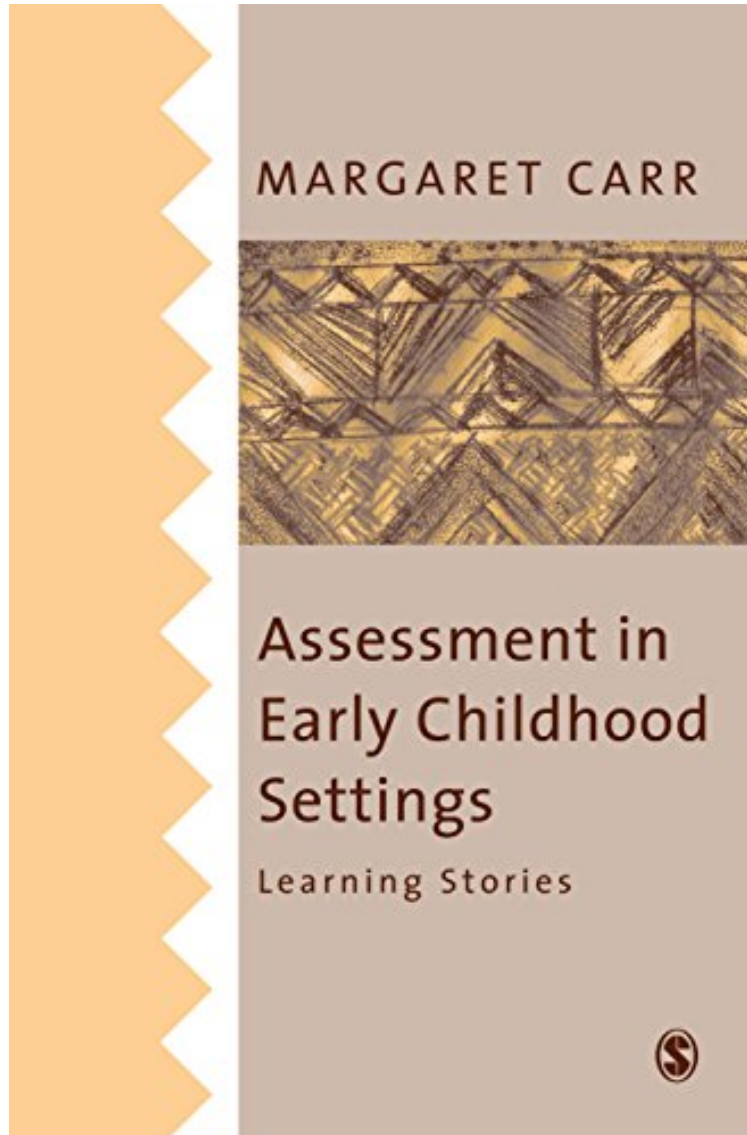


(Download free ebook) Assessment in Early Childhood Settings: Learning Stories

## Assessment in Early Childhood Settings: Learning Stories

*Margaret Carr*

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**Margaret Carr : Assessment in Early Childhood Settings: Learning Stories** before purchasing it in order to gage whether or not it would be worth my time, and all praised Assessment in Early Childhood Settings: Learning Stories:

1 of 1 people found the following review helpful. A must-read for Early Childhood workers and parentsBy A CustomerThe powerfulness of this book, I believe, comes from its strong theoretical grounding in good quality Early Childhood research. At the same time it is very accessible to parents, teachers and caregivers working in Early Childhood. Lots of examples of children's, teachers' and parents' voices are given, clarifying and expanding on the discussion making it very readable and enjoyable. Although primarily about assessment, this book has made me reflect

also on my assumptions and beliefs about children's learning. It presents a very powerful view of the role and methods of credit-based assessment in learning. 0 of 0 people found the following review helpful. Assessment in Early Childhood Settings: Learning Stories By Nicole Gauvin I purchased this book for my daughter who is in the Early Education and Child Care Program in University. She has found it exceptionally helpful.

'This is an invigorating and very thought-provoking text, that I would recommend to all early years professionals, parents and citizens interested in developing their understanding of early years philosophy in action, which is directly linked to a compelling research paradigm and deep reflection alongside a sound theoretical base' - Early Years 'I would recommend this book to practitioners interested in reflecting on their own practice and approach to assessment. The insights provided are thought-provoking and promote a practical and positive approach to early years assessment' - Early Talk 'This thoughtful book challenges the standard assessment process that is commonly employed within the context of early years provision. For any practitioners working in early years setting this is a powerful and exciting book that helps to remind us that the child must be placed centrally within the assessment process, not as a recipient but as a proactive contributor to the situation' - Child Language Teaching and Therapy 'This is a highly relevant text as some UK early childhood educators become engulfed with avalanches of tick sheets! A most useful book which contributes to the current vital debate about when, what and how we should assess young children's progress' - T.A.C.T.Y.C Newsletter 'I found Margaret Carr's book fascinating; the ideas and arguments put forward are well worth mulling over' - Early Years Educator 'This is an inspiring book from bilingual, bicultural New Zealand about revolutionizing the assessment of young children's learning and progress.... I hope this book inspires United Kingdom practitioners to set out on learning story journeys' - Nursery World 'This book manages to blend recognized theory and recent research with practice. I found it easy, and sometimes enjoyable, to read; it provided plenty of "food for thought" as well as references on "how to". I would recommend it to all early childhood practitioners, not just those considering their current assessment procedures, as the chapters focusing on the child as a learner are of value on their own' - Julia Browne, Goldsmiths Association for Early Childhood This book shows that an early childhood setting can be described as a learning place in which children develop learning dispositions such as resilience in the face of uncertainty, confidence to express their ideas, and collaborative and thoughtful approaches to problem-solving. These dispositions provide the starting point for life-long learning. The author asks: How can we assess and track children's learning in the early years in a way that includes learning dispositions and avoids the pitfalls of over-formal methods, whilst being helpful for practitioners, interesting for families, and supportive for learners? The book - describes a way of assessment that stays close to the children's real experiences and provides an alternative to mechanistic and fragmented approaches, - shows how practitioners can assess what really matters: those learning dispositions (interest, involvement and perseverance for example) that provide a foundation for life-long learning. The book is about weaving theory and practice: theorizing development and learning as reflected in assessment practice. The author also argues that unless we find ways to assess complex outcomes in early childhood they will be excluded from the teaching and the learning. Simple and low level outcomes and goals will take their place. The theoretical ideas and arguments are illustrated throughout by transcripts and stories of children in a range of early childhood settings. At every turn in the journey it asks: How is this reflected in a real life context? It documents the voices of children, practitioners and parents as the learning story develops.

I would recommend this book to practitioners interested in reflecting on their own practice and approach to assessment. The insights provided are thought-provoking and promote a practical and positive approach to early years assessment' - Early Talk This is an inspiring book from bilingual, bicultural New Zealand about revolutionizing the assessment of young children's learning and progress.... I hope this book inspires United Kingdom practitioners to set out on learning story journeys' - Nursery World I found Margaret Carr's book fascinating... the ideas and arguments put forward are well worth mulling over' - Early Years Educator This book manages to blend recognized theory and recent research with practice. I found it easy, and sometimes enjoyable, to read; it provided plenty of "food for thought" as well as references on "how to." I would recommend it to all early childhood practitioners, not just those considering their current assessment procedures, as the chapters focusing on the child as a learner are of value on their own' - Julia Browne, Goldsmiths Association for Early Childhood 'I would recommend this book to practitioners interested in reflecting on their own practice and approach to assessment. The insights provided are thought-provoking and promote a practical and positive approach to early years assessment; - Early Talk 'This is an inspiring book from bilingual, bicultural New Zealand about revolutionizing the assessment of young children's learning and progress.... I hope this book inspires United Kingdom practitioners to set out on learning story journeys; - Nursery World 'I found Margaret Carr's book fascinating; the ideas and arguments put forward are well worth mulling over; - Early Years Educator 'This book manages to blend recognized theory and recent research with practice. I found it easy, and sometimes enjoyable, to read; it provided plenty of "food for thought" as well as references on "how to". I would recommend it to all early childhood practitioners, not just those considering their current assessment procedures, as the chapters focusing on the child as a learner are of value on their own; - Julia

Browne, Goldsmiths Association for Early Childhood About the Author Dr Margaret Carr is a Senior Lecturer in the Department of Early Childhood Studies, University of Waikato, New Zealand. The innovative national early childhood curriculum, Te Whariki, which she co-authored, has been of considerable interest in the UK, USA, and elsewhere.