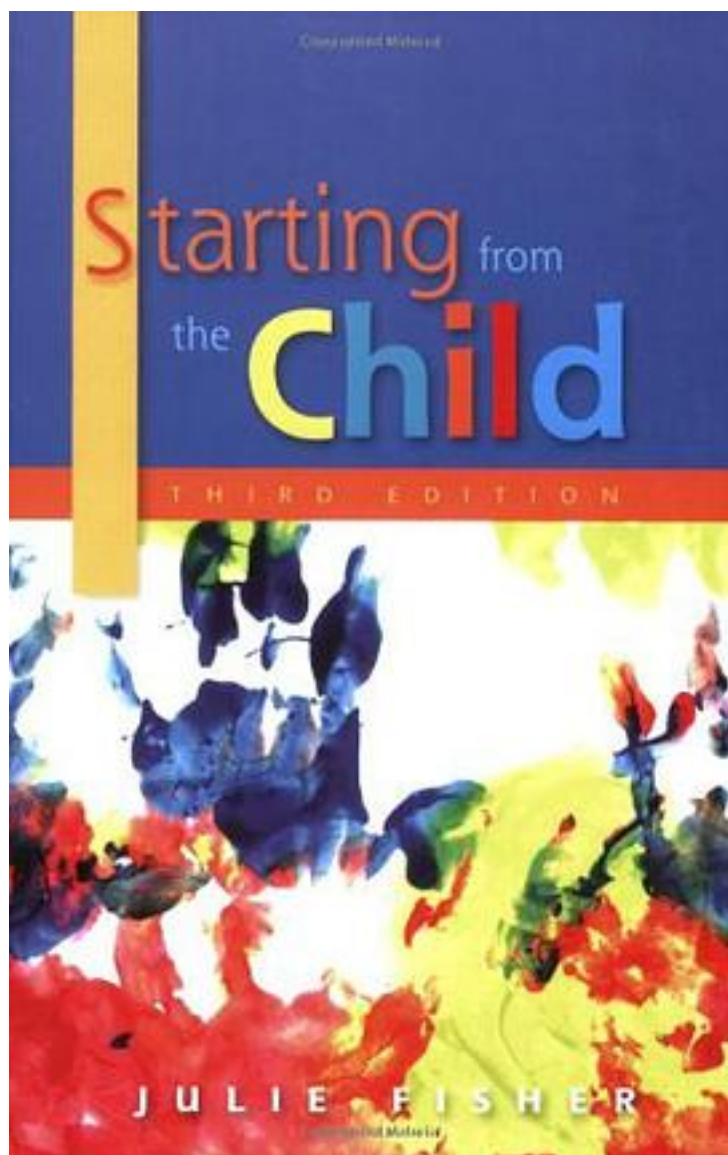


Starting from the Child



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How can early years practitioners build on children's competence and autonomy as effective early learners? How do adults get to know children sufficiently well to plan effectively for their learning needs? How can early years practitioners plan for high quality child-initiated experiences alongside more focused adult-initiated learning? Early years practitioners continue to face the dilemma of planning for the needs of individual children whilst meeting the demands of targets and goals set by government. In such a pressurized climate, it can be all too easy to go with what is imposed, rather than stand up for what young children need and are entitled to. In a practical and realistic way, the third edition of *Starting from the Child* supports practitioners in the Foundation Stage to be advocates for young children and their learning needs. Julie Fisher outlines the important theories and research which should underpin decisions about best practice. She offers meaningful and inspirational ways of developing appropriate learning environments and experiences for Foundation Stage children. Revised and updated throughout, the new edition includes: Latest research impacting on our understanding of early learning Reference to recent government initiatives such as the Early Years Foundation Stage An extended explanation of how to plan for child-initiated learning alongside adult-initiated learning A completely revised chapter on 'The place of play', with a new focus on different types and contexts for play, cultural influences and the role of the adult in supporting play Two new chapters on the observation and assessment of children's learning, and self-evaluation for practitioners *Starting from the Child* is essential reading, not only for early years practitioners, but for all those who manage and make decisions about early learning.

作者介绍:

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