



# Observing Children

**Sally Wylie, Kristine Fenning**



## **Observing Children:**

*Observing Children* Carole Sharman, Wendy Cross, Diana Vennis, 2004 This user friendly text is an invaluable guide to observation techniques for everyone working with children It explains why child care workers and teachers need to observe children and gives clear instructions on how to carry out their observations This new edition which reflects the changes in early years education guidelines now boasts material that relates specifically to the early learning goals of the foundation stage It contains two updated chapters detailing how observations can be used when evaluating early learning goals and also assists with foundation stage profiling *Observing Children* is essential reading for all CACHE Child Care validated courses NVQs and SNVQs in Child Care and Education GNVQ in Health and Social Care and the new Technical Certificates in Child Care It will also prove invaluable for those training to be teachers in primary school Book jacket [Observing and Recording the Behavior of Young Children, 6th Edition](#) Virginia Stern, Nancy Balaban, Nancy Gropper, Dorothy H. Cohen, 2016 In the Sixth Edition of their classic text the authors reiterate the critical importance of observing and recording the behaviour of young children especially in the current atmosphere of accountability and testing In addition because children with special needs are now widely included in a majority of early childhood classrooms they have completely rewritten a chapter to focus more broadly on observing behaviours that may be viewed as disquieting Designed to help teachers better understand children s behaviour the book outlines methods for recordkeeping that provide a realistic picture of each child s interactions and experiences in the classroom Numerous examples of teachers observations of children from birth to age 8 enrich this work and make it accessible practical and enjoyable to read With over 130 000 copies in print this valuable resource for pre and inservice educators features fresh information about how children think and learn how their language develops and how their families their culture and their environment influence and help to shape them observations that reflect the increasingly diverse population in contemporary early childhood classrooms and the imperative for teachers to widen their lens in order to meet the needs of young children with a range of developmental capacities abilities and behaviours *Focused Observations* Gaye Gronlund, Marlyn James, 2013-04-09 Observe and document children s development in systematic purposeful ways that provide complete pictures of their progress and supports curriculum planning **Observing Young Children** Sally Wylie, 2004 The main purpose of this text particularly this edition is to assist students in developing the skills and knowledge necessary to conduct relevant professional and meaningful observations of young children in the field of Early Childhood Education The text is designed for college or university students embarking on a career involving young children *Observing Young Children* includes references to various professions Teachers Early Childhood Educators Early Interventionists and Resource Teachers and Consultants all of whom use observation in a variety of ways for a diverse number of reasons Observation is a language they all speak and understand Uncovering the developmental process of a child s early years and making it visible to others requires the skills and knowledge of a practiced

observer Educators know that one of the best ways to learn about young children is to observe them and the other way is to talk with their families Through observation and documentation Educators can co construct with children and their families a curriculum that is alive with what matters to them

A Practical Guide to Child Observation and Assessment Christine Hobart, Jill Frankel, 2004 Packed with examples of observation techniques skills and documented examples this text covers the child observation components of all major child care courses in particular CACHE CCE and DCE NVQ Level 2 and 3 as well as BTEC

*Focused Observations, Third Edition* Gaye Gronlund, Marlyn James, 2025-04-22 Intentional teaching begins with focused observations and systematic documentation of children s learning and development Focused Observations Third Edition explains why observation is one of the best methods to get to know each child well track progress and plan individualized curriculum It also provides tools and techniques to help you strengthen your observations create portfolios with rich documentation and support each child You will also learn how to share your findings with families and grow as an observer through review and reflection activities Learn answers to common questions about observation including Why should I use observation in my classroom What does effective observation and documentation look like How do I fit observation in so that it doesn t take away from teaching and interacting with children How do observation and documentation work with early learning guidelines Online videos with nineteen vignettes of children in action provide opportunities to practice observing children and capturing what you see This updated edition includes new examples and provider anecdotes as well as fresh references and research

Seeing Young Children Warren R. Bentzen, 1997 Shows students in childhood education and child care and others who plan to work with children how to observe record analyze and evaluate the motor cognitive and social behavior of children from infancy through eight years of age Overviews developmental theories and general guidelines for observing children and details observation methods and contexts Includes many checklists and observation exercises in worksheet from plus chapter summaries discussion questions and a glossary This edition contains two new chapters on children six seven and eight years old Annotation copyright by Book News Inc Portland OR

*How to Observe Children* Sheila Riddall-Leech, 2005 Shows students how to make the links between observations and child development theory helping them to achieve higher grades in their childcare awards Provides guidance on terminology and presentation to ensure students do the best they can in their assignments Includes chapters on observing for the Birth to Three Framework the Foundation Stage and the National Curriculum Written by an experienced early years professional and author Sheila Riddall Leech is Lead Examiner for CACHE and author of *Childminding and Managing Children s Behaviour*

**Child Care and Education** Penny Tassoni, 2007 A variety of case studies activities and photos help students to put theory into practice and understand the relevance of what they are learning to the real world of childcare

Observing Young Children Mary O'Connell, 2018-02-27 At last a research based tool for meaningful developmental assessment based on the whole child This tool is specifically tailored for use by early childhood teachers and

care providers who embrace and honor the spirit of the developing child as found in Waldorf education and other child centered models of care and education Observing Young Children is an open ended assessment tool that you can tailor to your own needs Observing Young Children offers a system of meaningful observation a tool for recording observations and research based timelines for 33 areas of child development across five domains Social Emotional Physical Cognitive Language and Approach to Learning Teachers and caregivers can use this tool to record observations of children in their care help to determine where children may need extra support prepare for parent teacher conferences or simply to use as a reference Parents can use this tool to follow the timeline of their child s development and provide just the right support for the child s emerging skills

*Observing Young Children* Sandra Smidt,2015-06-05 This fully revised second edition of *Observing Assessing and Planning for Children in the Early Years* provides a detailed analysis of what is meant by the observation of young learners and why this is so vital to early years practitioners and students In this accessible and insightful text Sandra Smidt examines the various theories of how young children develop and learn which have been put forward by thinkers and writers across time and place so the reader has a genuinely global view of early childhood She then highlights how important it is for practitioners in schools nurseries and settings to think carefully about what they have seen and heard in light of what they as adults already know about the children and their learning Also included in this text is a helpful Try Your Hand section where readers are invited to make their own judgements about what they have read as well as a section on observing and assessing not only the nursery aged children but also babies and toddlers

*Moving with a Purpose* Renee M. McCall,Diane H. Craft,2000 Grade level k t

*The Power of Observation* Judy R. Jablon,Amy Laura Dombro,Margo Lizabeth Dichtelmiller,2007 *The Power of Observation* explores the vital connection between observing and effective teaching Much more than just a set of skills observation is a mind set of openness and wonder that helps teachers and caregivers get to know more about each child in their care The link between observation and building relationships is an important theme of this book The authors share their own experiences and those of many others to illustrate how observation helps teachers and caregivers become more effective in the child care center preschool family child care home or elementary classroom It offers guidelines for effective observation and specific strategies to help you refine your observation skills and transform observing into an integral part of your teaching This second edition includes expanded guidance on applying what you learn from observation into your daily practices and a new study guide This study guide was developed based on recommendations from numerous university and community college professors who use the book as the textbook for their courses We are pleased that NAEYC has chosen to make this book a 2007 Comprehensive Member Benefit

**Observing Children From Birth to 6** Carole Sharman,Wendy Cross,Diana Vennis,2022-05-19 Observation is an essential skill for all who work as carers and educators of children It is the key way to assess a child s stage of development to assess their progress alert you to their needs to plan for their teaching and to enjoy each child s unique qualities Now thoroughly updated

to cover new policies trends and regulations in line with EYFS Statutory Framework 2021 this book offers a focused guide to observational techniques that will enable you to become a skilled practitioner This new edition includes main development checkpoints in the first six years of life under the headings of the three prime areas and four Specific areas of the EYFS The second section of this chapter describes theoretical perspectives of children s development and encourages students to research and analyze theories in order to complete a series of challenging activities Pedagogical features include chapter objectives key questions chapter summaries case studies and a set of activities to assist planning which includes considering sustainability and conservation within the early childhood environment It offers focused guidance for the early years sector Written primarily for trainee and practicing teachers and those studying for foundation and undergraduate degrees in Childhood Studies this book is key reading for a range of childcare practitioners who work in a variety of settings including nurseries hospitals and home

**Observing Young Children** Sally Wylie, Kristine Fenning, 2011-10

**Observing Development of the Young Child** Janice J. Beaty, 2013-01-09 Used successfully in early childhood programs all over the country since its inception this unique and mainstay text looks at children s development in every domain preparing students to become skilled observers with concrete detail about how to record what is observed how to interpret the data and to become adept at using the observations to plan for learning The new edition of Jan Beaty s best selling book has undergone an extensive revision The book s original features and organization remain while new research issues and more extensive coverage of observation is included in the new edition Chapters 1 and 2 were reorganized and expanded to include the basics of observation The text itself has become more streamlined more reader friendly with fewer chapters 12 instead of 14 yet with many more boxed ideas Other examples of observation tools that have been added include running records rubrics rating scales portfolios documentation panels and other forms of visual documentation Strategies for working with dual language learners are included throughout the book The reorganization and restructuring of the text improves on its past success the simplification and improvements will appeal to students and instructors alike What emerges is the most current observation text on the market modernized to reach today s population of early childhood education students

**Learning Through Child Observation** Mary Fawcett, 1996

Observing Development of the Young Child Janice J. Beaty, 1990

Observing and recording the development of young children ages two to six years old in an early childhood classroom setting

*Child Observation for the Early Years* Ioanna Palaiologou, 2012-06-30 This is a key text for all those studying for degrees and foundation degrees in early childhood early years and related disciplines and for candidates on EYPS pathways It enables students to appreciate the central role of observation for understanding planning for and educating early years children The theoretical background to child observation is covered in detail the text highlights important works and considers the ethical implications This Second Edition includes new chapters on recording and analysing and the curriculum and is fully updated throughout with links to the updated Early Years Foundation Stage Interactive activities and real life case studies are

included to help the reader engage with the text and make essential links between theory and practice Ioanna Palaiologou is a lecturer and researcher at the Centre for Educational Studies at the University of Hull and a Chartered Psychologist of the British Psychological Society with specialism on child development and learning theories Ioanna is currently leading the Masters in Early Childhood Studies supervises a number of PhD students and is the Academic coordinator for Research Students Support About the Early Years Series This series has been designed to support degree and foundation degree students of early years early childhood and related disciplines Each text takes a focused look at a specific topic and approaches it in an accessible and user friendly way Activities pose questions to prompt thought and discussion and further reading suggestions including useful websites are provided to help students access extended learning in each topic Other titles in the series are Child Development for Early Childhood Studies Successful Placements in Early Years Settings and Childhood in Society for Early Childhood Studies Manual of the Methodist Episcopal Church Methodist Episcopal Church, 1883

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