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Autore	Brierley Julie
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Nota di contenuto	Machine generated contents note: -- Introduction -- Part I: The Early Years: Research, Policy and Theory -- 1. Young Children as Actors in Their Own Learning -- 2. Schema Theory -- 3. Early Years Policies and Early Childhood Pedagogies -- 4. The Cultural Nuances of Families' Lives -- Part II: The Stories of Four Young Children's Schematic Explorations within Their Lived Experiences -- 5. Containing and Dynamic Vertical Trajectory Schema: Abby's Story -- 6. Dynamic Back and Forth, Containing and Enveloping Schemas: Hannah's Story -- 7. Containing, Enveloping and Transporting Schemas: Emily's Story -- 8. Going Around and Through a Boundary Schema: George's Story -- Concluding Thoughts -- References -- Index.
Sommario/riassunto	" Providing a deeper understanding of how two-year-old children learn, Understanding Schematic Learning at Two highlights how a schematic pedagogy can be used to recognise and develop two-year-old children's thinking and understanding of the world around them. Over a 16-week period four children's individual experiences and stories are constructed, providing detailed written and photographic evidence of the unfolding schematic learning journeys of each. Following the children from nursery setting to home environment, readers gain a

greater understanding of how, even at such a young age, children are intrinsically motivated to select resources from the environment to support their schematic thinking. The book focuses on the importance of needing an appropriate environment and pedagogy to support two-year-old children's schematic explorations and development and the significant role adults play in developing this. Beginning by highlighting the important links between learning opportunities, environment and the role of the adults, Brierley and Nutbrown trace the origins of schema and provide an overview of the definition and characteristics of schema. Chapters then go on to explore how the early years landscape has been influenced through a combination of research and government policy initiatives. Concluding that future focus must foreground how children learn, *Understanding Schematic Learning at Two* identifies how recognising and valuing young children's schemas provides adults with the opportunity and ability to acknowledge two-year-old children's capability to actively construct and develop an understanding of the world they live in. "--
"Provides a deeper understanding of how two-year-old children learn, recognising and foregrounding the role of schema"--
