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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	<p> ""EARLY CHILDHOOD DEVELOPMENT AND LEARNING""; ""Copyright""; ""Contents""; ""Overview""; ""AVAILABILITY INFORMATION""; ""From Neurons to Neighborhoods The Science of Early Childhood Development""; ""COMMITTEE ON INTEGRATING THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT""; ""Executive Summary""; ""PUTTING THE STUDY IN CONTEXT""; ""THE COMMITTEE'S CHARGE""; ""CORE CONCEPTS OF DEVELOPMENT""; ""POLICY AND PRACTICE""; ""All Children Are Born Wired for Feelings and Ready to Learn""; ""Early Environments Matter and Nurturing Relationships Are Essential"" ""Society Is Changing and the Needs of Young Children Are Not Being Addressed"" ""Interactions Among Early Childhood Science, Policy, and Practice Are Problematic and Demand Dramatic Rethinking""; ""RESEARCH AND EVALUATION""; ""Integrating Child Development Research, Neuroscience, and Molecular Genetics""; ""Integrating the Basic Science of Human Development and the Applied Science of Early Childhood Intervention""; ""Improving Evaluations of Early Childhood Interventions""; ""CONCLUDING THOUGHTS""; ""Eager to Learn Educating Our Preschoolers""; ""COMMITTEE ON EARLY CHILDHOOD PEDAGOGY"" ""Executive Summary"" ""CONTEXT OF THE REPORT AND COMMITTEE CHARGE""; ""NEW UNDERSTANDINGS OF EARLY CHILDHOOD DEVELOPMENT AND PEDAGOGY""; ""VARIATION AMONG CHILDREN""; </p>

""QUALITY IN EDUCATION AND CARE""; ""FEATURES OF QUALITY PROGRAMS""; ""CURRICULUM AND PEDAGOGY""; ""ASSESSMENT IN EARLY CHILDHOOD EDUCATION""; ""RECOMMENDATIONS""; ""Professional Development""; ""Educational Materials""; ""Policy""; ""The Public""; ""FUTURE RESEARCH NEEDS""; ""Research on Early Childhood Learning and Development""; ""Research on Programs, Curricula, and Assessment""
""Research on Ways to Create Universal High Quality""""CONCLUSION""; ""Preventing Reading Difficulties in Young Children""; ""COMMITTEE ON THE PREVENTION OF READING DIFFICULTIES IN YOUNG CHILDREN""; ""Executive Summary""; ""THE COMMITTEE'S APPROACH""; ""CONCEPTUALIZING READING AND READING INSTRUCTION""; ""RECOMMENDATIONS""; ""Literacy Instruction in First Through Third Grades""; ""Promoting Literacy Development in Preschool and Kindergarten""; ""Education and Professional Development for All Involved in Literacy Instruction""; ""Teaching Reading to Speakers of Other Languages""
""Ensuring Adequate Resources to Meet Children's Needs""""Addressing the Needs of Children with Persistent Reading Difficulties""; ""CONCLUSION""; ""How People Learn Brain, Mind, Experience, and School""; ""COMMITTEE ON LEARNING RESEARCH AND EDUCATIONAL PRACTICE""; ""Learning: From Speculation to Science""; ""FOCUS: PEOPLE, SCHOOLS, AND THE POTENTIAL TO LEARN""; ""DEVELOPMENT OF THE SCIENCE OF LEARNING""; ""Learning with Understanding""; ""Pre-Existing Knowledge""; ""Active Learning""; ""Implications for Education""; ""An Evolving Science""; ""Key Findings""; ""Implications for Teaching""
""Bringing Order to Chaos""
