

With our online journal for the role of early learning, there has been a growing emphasis on the importance of home learning environments.

We know that the environment plays a key role in children's development. It's not just about the physical space, but also about the quality of the interactions and experiences that take place within it.

Research has shown that the quality of the home learning environment is a key factor in children's early development.



### Supporting Home Learning

Research shows that the quality of the home learning environment is a key factor in children's early development.

#### Reading

##### Encourage your child to read

Encourage your child to read by making it a fun and enjoyable activity.



##### Use everyday objects

Use everyday objects to help your child learn. For example, use fruit to teach about colors and shapes.

##### Use songs and rhymes

Use songs and rhymes to help your child learn. For example, use 'The Wheels on the Bus' to teach about different parts of a bus.



##### Use pictures

Use pictures to help your child learn. For example, use pictures of animals to teach about different types of animals.

##### Use games

Use games to help your child learn. For example, use board games to teach about numbers and counting.

##### Use role-play

Use role-play to help your child learn. For example, use role-play to teach about different jobs and professions.

##### Use stories

Use stories to help your child learn. For example, use stories to teach about different cultures and traditions.



##### Use art and craft

Use art and craft to help your child learn. For example, use art and craft to teach about colors and shapes.



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## Early Years

Supporting Home Learning in the Early Years

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# Supporting Home Learning in the Early Years - Handout

## The Value of Home Learning

The quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. (EPPE Project)

This is an important message to share with parents to help spread awareness of the value of home learning and the significant positive impact every parent can have.

To support parents' home learning it can be useful to be aware of the most common activities parents engage with.

This can include:

- Looking at a book or reading
- Learning songs, poems or nursery rhymes
- Learning numbers or to count
- Learning the alphabet or recognising words
- Painting or drawing

As practitioners we can support parents in these activities by sharing children's developmental goals and best practice. We can also suggest other activities, experiences and pedagogical approaches parents can use to add further depth to home learning.

This could include sharing the value and impact of having conversations with children to help improve



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# Supporting Early Learning

**World Health Organization**



## **Supporting Early Learning:**

**Supporting Early Learning** Victoria Hurst, Jenny Joseph, 1998 Focusing on improving the effectiveness of early education this book will be valuable reading for all concerned with the care and education of young children parents teachers nursery nurses childminders and playgroup leaders *Supporting Language and Literacy Development in the Early Years* Marian Whitehead, 2009-03-16 Marian Whitehead's re-focused priorities of babies as powerful thinkers the significance of non verbal communication the importance of language play the roots of emergent literacy and the notion of language and education as shared community endeavours make her book the one to choose for today's world Early Years Update Radically rewritten and updated in light of new research and developments the new edition of this important book gives clear guidance to early years practitioners on how to support young children's language and literacy development The book covers the age range 0-7 years and highlights the speed and complexity of this period of growth in children's thinking communicative abilities language social and cultural awareness and physical skills Child observations and case studies and photographs are used to demonstrate the learning that goes on in a variety of homes and early years settings New and key features include An expanded chapter showing a range of good practices in three different settings nursery school integrated children's centre and Steiner kindergartens A new chapter reviewing the statutory national requirements for communication language and literacy in the UK Additional case studies including children in the final year of the Foundation Stage End of chapter summaries Updated further reading Notes on provision and activities for supporting young children's development at ends of each chapter *Supporting Language and Literacy Development in the Early Years* is valuable reading for early years students and practitioners

**Supporting Early Speech-Language Development** Kimberly Boynton, 2021-04-21 Learn how to support developmentally rich language learning environments during a child's first eight years of life This book demonstrates how to build foundations for a strong communication system distinguish typical and disordered speech and language and develop a deep understanding of the brain and language development connection Featuring clear guidance on how to work with parents and speech language pathologists educators will find easy to implement strategies for supporting healthy communication and navigating any stumbling blocks in the early childhood classroom

**Families with Limited Resources Supporting Early Childhood Education** Carrie Lynn Ruffatto, 2010 This research addressed the problem that children who live in low income or poverty situations are exposed to numerous risk factors that contribute to their poor performance in school Due to this exposure to poverty families living with limited resources may not be aware of how to give their children access to a future with the most potential Two surveys were given to families with children in kindergarten at four Title I schools in central Montana The surveys collected demographic information open ended response to questions related to parent support for early childhood learning and ranking scales determining the frequency with which children participated in various academic and non academic activities with their parents Ranking scales were also used to quantify

parents understanding of the school system their involvement with the public school participation in Parent Teacher Association and what areas of parent involvement they wish to learn more about This research indicated that parents with limited resources have been and continue to be supportive of early education through the use of preschool and interacting with their children in academic activities They have expressed interest in learning about free community events and youth sporting events Parents in this study prefer methods of passive communication such as newsletters and pamphlets when learning about something new Limited resource parents indicated that they understand the learning community and are involved in their child s education but they are less involved in the PTA and helping in the classroom than non limited resource parents To support learning and academic growth parents with limited resources are reading helping with homework and playing educational games with their children This research did not indicate any barriers preventing parents from being more involved in the learning community Parents with limited resources are supportive of early education but there are still opportunities to get them more involved in their child s education

*Evaluating and Supporting Early Childhood Teachers* Angèle Sancho Passe,2015-02-16 There s a lot of conversation in the early childhood community on evaluating teachers to improve their performance Raising the quality of early care and education is a priority for policymakers and practitioners on local state and federal levels As a result much attention is being focused on early childhood educators to ensure that they do a good and better job teaching young children This book provides accessible information guidance techniques and tools to aid directors coaches principals and others leaders as they evaluate and support teachers in a way that encourages and enables them to do their best work with children

**Supporting Transitions In The Early Years** Brooker, Liz,2008-07-01 This book highlights the key qualities which adults should seek to foster in children to facilitate their current transitions and prepare them for the future The author underlines the importance of listening to children from birth onwards if we are to offer the kind of caring and educative environments that will best support their well being

*The Calm Learning Years* LITTLE LEARNING. STUDIO,2026-01-15 Help your child build confidence independence and a love for learning starting at home Raising Confident Little Learners is a gentle practical guide for parents and caregivers of children ages 3 6 This book focuses on everyday routines and simple activities that support early learning emotional growth and positive habits without pressure or screens Inside this book you ll learn how to Support early learning through daily routines Build confidence with simple age appropriate activities Encourage independence and responsibility Strengthen fine motor and early writing skills Create calm screen free learning moments at home Written in a warm easy to follow style this book is perfect for parents homeschool families and caregivers who want to support early childhood development in a natural and encouraging way Learning doesn t need to be complicated It just needs to be kind

Principals as Early Learning Leaders: Effectively Supporting Our Youngest Learners Julie Nicholson,Helen Maniates,Serene Yee,Thomas Williams,Veronica Ufoegbune,Raul Erazo-Chavez,2021-12-20 The majority of public school

principals are now required to supervise and evaluate early childhood teachers and classrooms yet many do not have a sufficient understanding of child development and early childhood pedagogy to lead for equity This practical and comprehensive resource addresses this critical gap by presenting current research on child development an understanding of the elements of high quality early childhood classrooms essential information on trauma responsive practices and strategies for reducing bias and preventing the use of exclusionary discipline with young children School leaders learn about the pivotal role they can play in improving equity for young children their families and the early childhood workforce Each chapter includes key take aways and central questions that can be used for individual reflection or to guide group discussions Authentic examples illustrations and actionable strategies help readers to successfully implement the content in their school

**Principals as Early Learning Leaders** is essential reading for principals vice principals administrators and others responsible for leading preschool and pre K programs for equity Book Features Supports elementary school principals to better understand the role early education plays in their school Addresses essential issues of equity in all aspects of early learning programs that require focus and leadership Provides current research and practical strategies that principals can put into practice immediately to be effective instructional leaders Uses authentic examples and vignettes throughout to help readers see the ideas in the context of real preschool classrooms Includes reflection questions and key takeaways to help principals think about how the information presented can inform the work they do [Supporting Inclusion In The Early Years](#) Jones, Caroline,2004-03-01 This accessible text provides guidance on the inclusion of young children with special educational needs or disabilities in a variety of early education settings The author highlights the complexity of early identification and assessment of children described as having special educational needs Practitioners are encouraged to consider make exclusion visible and consider important questions relating to the language and values underpinning the early years policy and practice The emphasis is on inclusion as a process aimed at supporting young children and their families in order to enable all children with SEN or disabilities the opportunity to participate in activities available to all children in an inclusive learning environment The author promotes the development of inclusive early years cultures where inclusion of all children is regarded as a right rather than an option The text has implications for the teaching and learning of all young children not only those perceived as having special educational needs The theoretical perspectives are supported by examples based on concerns and experiences of parents children and practitioners It is essential reading for those working or intending to work with young children [Evidence Supporting Early Literacy and Early Learning](#) Diane DerMarderosian, MD, FAAP,Pamela C. High, MD, FAAP,Jacquelyn Miller, MLS,2014-10-09 Shared reading promotes early brain development emotional bonding and the parent child relationship Learn about the evidence that supports the promotion of early literacy and early learning

**Young Children's Amazing Math** Herbert P Ginsburg,2025-03-28 Explore young children s amazing everyday math Ginsburg uses words and over 75 short videos to illustrate and explain the widespread development of informal knowledge

about number shape space pattern and measurement Some videos show individual children from about 9 months to 6 years spontaneously engaging in everyday math at home as they eat construct sing read and more in their normal environments Other videos show individual children revealing their math thinking and strategies as they talk with an adult A final video shows a child doing her first kindergarten math homework assignment Fascinating and often funny the videos help adults to understand children s thinking and to foster the joyful development of everyday math which can provide a foundation for formal math education in kindergarten and beyond The book also offers many specific math activities designed to promote learning Everyday math can be a delight for both adults and children Enjoy it with them Book Features An account of young children s everyday math much of which is widespread across gender socioeconomic status and culture An exploration of how understanding children s everyday math can lay the foundation for teaching school math The first extensive use of engaging videos to tell thinking stories about individual young children engaged in everyday math Videos and stories that help adults including early childhood education students professional educators and parents to understand that math learning can be enjoyable in the early years and beyond Numerous activities that teachers day care providers and parents can use to promote the development of children s everyday math Available in print with embedded QR codes for video access as well as hot links in the digital version

**Intelligent Tutoring Systems** Gilles Gauthier, Claude Frasson, Kurt VanLehn, 2000-06-05 ITS 2000 is the fifth international conference on Intelligent Tutoring Systems The preceding conferences were organized in Montreal in 1988 1992 and 1996 These conferences were so strongly supported by the international community that it was decided to hold them every two years ITS 98 was organized by Carol Redfield and Valerie Shute and held in San Antonio Texas The program committee included members from 13 countries They received 140 papers 110 full papers and 30 young researchers papers from 21 countries As with any international conference whose proceedings serve as a reference for the field the program committee faced the demanding task of selecting papers from a particularly high quality set of submissions This proceedings volume contains 61 papers selected by the program committee from the 110 papers submitted They were presented at the conference along with six invited lectures from well known speakers The papers cover a wide range of subjects including architectures for ITS teaching and learning strategies authoring systems learning environments instructional designs cognitive approaches student modeling distributed learning environments evaluation of instructional systems cooperative systems Web based training systems intelligent agents agent based tutoring systems intelligent multimedia and hypermedia systems interface design and intelligent distance learning

**Supporting Identity, Diversity And Language In The Early Years** Siraj-Blatchford, Iram, Clarke, Priscilla, 2000-06-01 This book provides clear evidence and practical guidance on how to develop young children s emerging language especially those children who have English as an additional language and how to generate activate and assess curriculum for diversity The book focuses on all children s learning for cultural diversity Practical advice real examples and staff activities bring the

book to life Alabama Standards for Early Learning and Development Alabama Department of Early Childhood Education,2020-09 The 2020 edition of the Alabama Standards for Early Learning and Development ASELD has been developed to support all professionals who interact with young children birth to age 5 The Standards have been aligned with both national and state program standards and program requirements so that adults who work directly with children in infant toddler or preschool classrooms Head Start and Early Head Start programs child care facilities home visiting programs or special education settings will be able to use the document to guide their interactions and instructional practices Instructors in higher education high school and career and technical programs are encouraged to introduce pre service students to the standards through their coursework Professional development specialists and technical assistance specialists who reference the standards within their training and coaching empower professionals understanding and use of the ASELDs to cultivate high quality early learning programs Professionals who write special education plans can use them to specify children s goals In short the ASELDs offer one single set of expectations for Alabama s young children that extend across all program types The ASELDs follow a unique format that includes learning progressions or indicators for children s learning birth to age 5 Each double page provides a sequence of development for specific strands within the ASELDs domains The ASELDs are organized into 4 sections with 8 domains of learning for children and a 9th domain that describes the ways in which professionals and families work together to support children s learning The eight children s domains portray a comprehensive view of children s learning and are further supplemented through the additional domain of Family and Community Engagement Each of the eight learning domain segments in the ASELDs has 4 key parts 1 a domain introductory page 2 the learning progressions birth to 5 years or 60 months 3 recommendations for adaptations and accommodations to support children with unique needs and 4 foundational practices for professionals These pages work together to guide all professionals regardless of the early learning setting in the design and use of age culturally and linguistically appropriate learning standards for all young children birth to age 5 **WHO recommendations on maternal and newborn care for a positive postnatal experience** ,2022-03-29 This guideline aims to improve the quality of essential routine postnatal care for women and newborns with the ultimate goal of improving maternal and newborn health and well being It recognizes a positive postnatal experience as a significant end point for all women giving birth and their newborns laying the platform for improved short and long term health and well being A positive postnatal experience is defined as one in which women newborns partners parents caregivers and families receive information reassurance and support in a consistent manner from motivated health workers where a resourced and flexible health system recognizes the needs of women and babies and respects their cultural context This is a consolidated guideline of new and existing recommendations on routine postnatal care for women and newborns receiving facility or community based postnatal care in any resource setting *ENC Focus* ,2001 WHO recommendations on maternal health World Health Organization,2025-05-26 This document provides a

summary of all WHO recommendations on maternal health based on guidelines approved by the WHO Guidelines Review Committee The summary includes promotion prevention and prevention of maternal complications during pregnancy childbirth and postnatal periods as well as management of maternal complications Each summary includes the recommendations as well as what is not recommended The summary is a useful resource for policy makers and programme managers

*The SAGE Encyclopedia of Intellectual and Developmental Disorders* Ellen Braaten,2018-01-29 This encyclopedia provides an inter disciplinary approach discussing the sociocultural viewpoints policy implications educational applications and ethical issues involved in a wide range of disorders and interventions

**Supporting Early Learning through Rhymes and Stories** Sarah Cousins,Hilary Minns,2023-12-04 This book shows how adults can bring rhymes and stories to life with young children and support children s early steps in communication and literacy Focusing on the use of rhythm rhyme and repetition in nursery rhymes and traditional tales from around the world it provides a wealth of practical ideas for using rhymes and stories one on one in small groups or with whole classes Drawing from the culmination of their many years of combined experience the two authors link the theoretical understanding of language and communication with the practical use of rhymes and oral storytelling in the classroom nursery and at home Early chapters or Part I provide a rationale for using rhyme rhythm and repetition to inspire children to play with words and develop a love of language building a foundation for literacy learning Part II consists of ten lively chapters featuring original and re imagined traditional fairy tales containing Accompanying rhymes to use with children Key themes including friendship kindness compassion and generosity Follow up activities activities for extending children s vocabulary building their confidence and developing critical thinking Suggestions of using voices facial expressions gestures props and puppets to enrich children s emotional imaginative and intellectual experience This delightful and practical book will be valuable reading for all adults wanting to support young children s creative learning through enjoyable and valuable experiences

**Fanatically Formative** Bob Sornson,2012-11-15 This book is a joy to read Positive and practical are the two best words to describe it Every early childhood educator would benefit from reading Fanatically Formative Richard L Allington Professor of Literacy Studies University of Tennessee Knoxville I could not put this book down The captivating message reignited my passion for quality and joyful teaching The discussion questions at the end of each chapter will serve as springboards for stimulating discourse Kathleen A Robbins Principal MacGowan School Redford MI Transform your K 3 classrooms into effective centers of learning Helping children experience early learning success and acquire essential skills by third grade is a crucial part of any school reform effort Yet many teachers and children are overwhelmed by the ineffective curriculum driven education system and the rush to cover climate in schools Fanatically Formative shows how you can rediscover the joy of teaching and help children fall in love with learning again This book traces the journey of a teacher as she works through the challenges of formative assessment and responsive instruction to discover the practices that will help her students succeed K 3 teachers principals

and district administrators will learn how to Set clear attainable learning outcomes Make teaching responsive to the whole child Monitor student progress toward essential skills Build a truly positive classroom and school culture Collaborate to help young children succeed With surveys lists of essential skills study questions for PLC groups and highlighted summaries of key points Fanatically Formative offers a clear and powerful vision for your early learning success initiative along with the action steps to achieve your goals

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## **Table of Contents Supporting Early Learning**

1. Understanding the eBook Supporting Early Learning
  - The Rise of Digital Reading Supporting Early Learning
  - Advantages of eBooks Over Traditional Books
2. Identifying Supporting Early Learning
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Supporting Early Learning
  - User-Friendly Interface
4. Exploring eBook Recommendations from Supporting Early Learning
  - Personalized Recommendations
  - Supporting Early Learning User Reviews and Ratings
  - Supporting Early Learning and Bestseller Lists
5. Accessing Supporting Early Learning Free and Paid eBooks

- Supporting Early Learning Public Domain eBooks
- Supporting Early Learning eBook Subscription Services
- Supporting Early Learning Budget-Friendly Options
- 6. Navigating Supporting Early Learning eBook Formats
  - ePub, PDF, MOBI, and More
  - Supporting Early Learning Compatibility with Devices
  - Supporting Early Learning Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Supporting Early Learning
  - Highlighting and Note-Taking Supporting Early Learning
  - Interactive Elements Supporting Early Learning
- 8. Staying Engaged with Supporting Early Learning
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Supporting Early Learning
- 9. Balancing eBooks and Physical Books Supporting Early Learning
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Supporting Early Learning
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Supporting Early Learning
  - Setting Reading Goals Supporting Early Learning
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Supporting Early Learning
  - Fact-Checking eBook Content of Supporting Early Learning
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development

- Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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