

DOWNLOAD PDF NURTURING YOUNG CHILDRENS DISPOSITION TO LEARN

Chapter 1 : Tips on Nurturing Your Child's Curiosity â€¢ ZERO TO THREE

Nurturing Young Children's Disposition to Learn is a culturally sensitive work, and is particularly relevant to Early Childhood Curriculum and Foundations of Education courses. Review by: Joseph Hankin.

Adamowicz, LICSW This topic center covers parenting and child development of preschool children early childhood aged 3 to 7. For a complete review of the theories of child development upon which this article is based, please visit our Child and Adolescent Development topic center. For coverage of child development and parenting topics applicable to infant children ages please visit our Infant Parenting and Child Development topic center. If they are not adequately nurtured as well, their health and development will generally suffer. Nurture activities allow parents to express their creative, loving, and playful sides as they help their children grow and learn. There is no one single and proper way to nurture a child. Some parents, anxious to do their best, worry that they may not be adequately nurturing their children, or that they may not be nurturing their children the "right way". For the most part, such concerns are unfounded. By its nature nurturing is a creative and spontaneous activity that can take many forms. Most any activity parents engage in that shows children that they are loved will be an effective act of nurture. It is important that parents encourage and select nurturing activities that will help young children to develop properly, but in most cases, parents will naturally and spontaneously be drawn to select and provide children with nurturing activities that will accomplish this goal. Children will just think that Mom, Dad, and Grandpa want to play and to enjoy time together. Some parents fail to bond adequately with their children, and as a result find the act of nurturing their children to be something they have to force rather than something that comes naturally. Parents who feel this way are not necessary bad at caregiving. A promising but not-yet-definitively-studied form of psychotherapy is available to help repair such disturbed maternal-infant bonds. Interested parents should listen to this podcast, and then take a look at this article for more information. This article provides general guidance on how parents can best create a nurturing environment in which young children can grow. As you read this article, remember that there is no one "right way" to nurture your child. We are not intending to provide a "how-to" guide which will enable your child to achieve or exceed developmental milestones. Rather, we are hoping to provide examples of ways that parents can encourage development while simultaneously expressing their love and enjoyment of their younger children.

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Chapter 2 : Nurturing Your Toddler, Preschooler, and Young Child Introduction

*Nurturing Young Children's Disposition to Learn [Sara Wilford] on calendrierdelascience.com *FREE* shipping on qualifying offers. When teachers consider young children's individual learning styles, they foster children's inclinations to learn.*

Creating More Nurturing Environments for Children by Pam Leo "The sun illuminates only the eye of man, but shines into the eye and the heart of the child. They want to be outdoors, in the fresh air and sunlight, barefoot and naked, surrounded by grass, trees, and flowers, hearing the birds and the wind, playing in water with sticks and rocks. If you ask most grade school children what is their favorite part of school, they say outdoor recess. When children spend time outside where they can run, jump, climb, swing, swim, and play, they eat better, sleep better and are happier. We all know that children thrive in the outdoors. When children spend too much time inside breathing stale air, hearing the hum of all the lights, electrical appliances, and the television, surrounded by synthetic fabrics, playing with plastic toys, eating foods that contain artificial coloring and preservatives, they get cranky and disagreeable. Our environment affects us all and we all have different sensitivities, but children do not have the filters that most adults have acquired. Children absorb all the sights, sounds, smells, textures and emotions around them. Environments that meet adult needs or that adults can tolerate often feel very different to children. The author, educator, and one of my personal heroes, John Holt, compared human beings to bonsai trees. If you take a tree seedling and clip its roots and branches in a certain way and limit its supply of water, air and sun you can produce a tiny, twisted tree. A bonsai tree is a deformed miniature of the tall, straight tree the seedling had the potential to be had it been given the sun, air, water, soil and food it needed. And so it is with children. They cannot realize their potential if they are given only a limited supply of the things they need to thrive. Children have very little control over their environment. They must depend on us to keep them safe and to meet their basic physical needs. They must also depend on us to do our best to provide for them the most nurturing physical and emotional environment possible. Children communicate their stress and their needs through their behavior. Acting-out behavior is usually a call for help. The air children breathe, the light they see by, the words and sounds they hear, the food they eat, the water they drink, the feel of the clothes they wear, the things they play with, and the attitudes and emotions of the people around them all affect how they grow, develop, think, feel and behave. There is considerable research confirming that when children are given what they need to build a solid foundation in the early years, they have more strength to deal with whatever comes their way later. Children are like seedlings. When we raise seedlings in a greenhouse, in rich soil with good drainage and provide them the right amount of water and sunlight, and protect them from the wind, they grow deep roots and sturdy stocks. Children are not that different from seedlings. If we want them to develop deep roots and sturdy stocks so that they will be hardy enough to survive and vigorous enough to thrive, we must make their home their greenhouse. The family must be a rich soil that nourishes them. We must provide them with the water of our love, the sunshine of our attention and our protection from the winds of stress that weaken them. Many children do not live in homes with yards and gardens to explore or in neighborhoods where they can spend hours playing outside. Even the children who do live in such places often have so many scheduled activities that they have very little time to spend in their yards and gardens. Many children are spending more of their time inside buildings than outdoors at earlier and earlier ages. When children are in school, unless they participate in outdoor sports, they spend most of their time inside. Just as children have little control over their environment, there are many things parents have little control over in our world environment. None of us alone has the power to end all the crime, violence, hunger, pollution, and injustice in the world. Every day when we step outside our door, these dangers are still going to be out there. To do this will require that we make some changes. Many parents already feel stretched to their limit trying to juggle earning a living and just making sure their children are in a safe environment. Creating more nurturing environments will actually give

us more time and more enjoyable time with our children. The more time children spend in environments that nurture them, the more delightful they are to be with. The few hours we spend putting up a hammock in the yard or on the porch will give us back many hours of joy and comfort, hanging out in the hammock, telling and reading stories, cuddling and watching the clouds go by together. Creating more nurturing spaces will look different for every family depending on what they have to work with. Whether we plant a big garden full of flowers or put little pots of petunias on our stairs, seeing and smelling those flowers will nurture everyone in the family. So, how do we create more nurturing environments for children? I spent months researching this idea and a great deal of time and energy this spring and summer creating a more nurturing environment for the child in me and for the children in my life. Have you ever heard young children talk about how much they love it when the power goes out? Without electricity no one is on the computer or watching television. The whole family gathers in one room by candlelight and tells stories or plays games. Our lives today are often so hectic that many homes feel more like a home base where the family sleeps, showers, does laundry, stores their belongings, sometimes cooks and eats meals, and watches television. For the first seven years of life children need their home and family to be their most nurturing environment. Since many young children now spend more of their waking hours away from home than at home, they need a nurturing home environment more than ever. Creating nurturing environments for our children means meeting their physical survival needs of food, clothing, shelter and protection. Creating environments in which children can thrive means consciously creating warm, loving, sensory rich environments where their physical, emotional and spiritual needs are recognized, honored, and met by their family and their community. It is true that children "live what they learn". Children absorb and imitate what they experience in their environment. Their exterior environment molds their interior environment. Just as area is a product of length times width, human beings are a product of nature times nurture. The potential children are born with will be limited by or nurtured by their environment. A nurturing environment is one that gives children the security and opportunity to discover themselves and their world. In a nurturing environment the family spends more time gathered around the table than around the television. The family table is where the family is both nourished and nurtured. Working on projects, drinking hot cocoa, playing board games, learning to peel carrots and roll out cookie dough, having tea parties and eating birthday cake together turns the family table into a nurturing "center" where many of the most important, interesting and nurturing things happen in the home. A rocking chair is an essential piece of furniture in a nurturing environment. Children crave the nurturing of touch. Whether we are soothing a baby or reading stories to a young child, rocking is nurturing to both the adult and the child. Children rarely refuse an invitation to be rocked, especially if it also means hearing a story or a song. The rocking chair should be in the room where we will use it the most. We love rocking chairs so much we have one or two in almost every room. Outside, a hammock creates another nurturing place to cuddle, read, sing, tell stories and rock. Gathering around a fire has always been a symbol of physical and emotional warmth. Children love gathering around a campfire or fireplace. Another quick, and convenient source of warmth is the clothes dryer. Imagine how nurturing it feels to get out of a bath and be wrapped in a warm bath towel and dressed in warm flannel pajamas. One of our favorite warm comforts is the rice pillow you heat up in the microwave to warm cold feet, sooth aching muscles or just to cuddle up with. Children love to be in or near water. Just filling a plastic tub with water and some empty containers provides hours of contentment for young ones. Whenever we take children to the ocean, the lake, the river, a pool, or put them in the bathtub, we provide a nurturing environment. A table fountain is now in the same price range as a toaster and a fountain brings the soothing sight and sound of water right into our home. The place everyone wants to sit at our house is in the rocking chair that faces the wood stove and is beside our table fountain. When we garden with children they feel connected to the earth and nature. Children need to touch the earth and feel connected to living things. They love to dig in the dirt, plant seeds and seedlings and watch them grow. Any connection to living, growing things creates a nurturing environment for children. The living things most children love to be connected to are animals. Most children dream of having a pet to love and care for. I once read that it is a good thing for

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children to have animals to care for - it reminds them that humans are not the only living creatures on the earth. Children love to feed the ducks, birds and squirrels in the park. Hanging a birdfeeder where children can watch it through the window is a great way to give children a connection to nature. Even if our living situation does not allow pets, we can provide children with access to animals through friends, relatives, neighbors and community. Part of creating nurturing environments is spending time with our children in nurturing places. The local library provides the family with more than books. When we attend story hours and special activities, the library becomes a nurturing environment for our children. For many families their place of worship provides a nurturing environment. One of the most family-friendly, nurturing environments I know is a local family dance at every second and fourth Saturday. The dances are taught each time so parents and children can learn them together. There is live music and children dance with their parents, siblings and other families. Afterward there is a potluck dinner for all the hungry dancers. As children get older they have a greater need for the nurturing of community. Parenting never used to be and was never intended to be a one- or two-person job. It does take a village to raise a child. Since we no longer live in villages, creating a community for our children is vital to creating a nurturing environment.

Chapter 3 : Creating More Nurturing Environments for Children - The Natural Child Project

Nurturing Young Children's Disposition to Learn Foreword by William Crain xi Acknowledgments xv Introduction xvii Part 1 Perspectives on Learning: Nature and Nurture.

As unschoolers, we trust our children to know when they are ready to learn and what they are interested in learning. We trust them to know how to go about learning. No one worries that a baby will be too lazy, uncooperative, or unmotivated to learn these things; it is simply assumed that every baby is born wanting to learn the things he needs to know in order to understand and to participate in the world around him. These one- and two-year-old experts teach us several principles of learning: Children are naturally curious and have a built-in desire to learn first-hand about the world around them. John Holt, in his book *How Children Learn*, describes the natural learning style of young children: He wants to make sense out of things, find out how things work, gain competence and control over himself and his environment, and do what he can see other people doing. He is open, perceptive, and experimental. He does not merely observe the world around him. He does not shut himself off from the strange, complicated world around him, but tastes it, touches it, hefts it, bends it, breaks it. To find out how reality works, he works on it. He is not afraid of making mistakes. And he is patient. He can tolerate an extraordinary amount of uncertainty, confusion, ignorance, and suspense. School is not a place that gives much time, or opportunity, or reward, for this kind of thinking and learning. If left alone, children will know instinctively what method is best for them. Caring and observant parents soon learn that it is safe and appropriate to trust this knowledge. Children need plentiful amounts of quiet time to think. As John Holt noted in *Teach Your Own*, "Children who are good at fantasizing are better both at learning about the world and at learning to cope with its surprises and disappointment. In fantasy we have a way of trying out situations, to get some feel of what they might be like, or how we might feel in them, without having to risk too much. It also gives us a way of coping with bad experiences, by letting us play and replay them in our mind until they have lost much of their power to hurt, or until we can make them come out in ways that leave us feeling less defeated and foolish. Fully-scheduled school hours and extracurricular activities leave little time for children to dream, to think, to invent solutions to problems, to cope with stressful experiences, or simply to fulfill the universal need for solitude and privacy. Children are not afraid to admit ignorance and to make mistakes. When Holt invited toddlers to play his cello, they would eagerly attempt to do so; schoolchildren and adults would invariably decline. Unschooling children, free from the intimidation of public embarrassment and failing marks, retain their openness to new exploration. Children learn by asking questions, not by answering them. Toddlers ask many questions, and so do school children - until about grade three. By that time, many of them have learned an unfortunate fact: Children take joy in the intrinsic values of whatever they are learning. There is no need to motivate children through the use of extrinsic rewards, such as high grades or stars, which suggest to the child that the activity itself must be difficult or unpleasant; otherwise, why is a reward, which has nothing to do with the matter at hand, being offered? No parents would tell their baby, "You may only spend time with those children whose birthdays fall within six months of your own. That system effectively cuts you off from the immense diversity of life and the synergy of variety; indeed, it cuts you off from your own past and future. Our son describes unschooling as "learning by doing instead of being taught. Gatto warns us, "Between schooling and television, all the time children have is eaten up. Over the years, I have discovered more from him about life, learning, and love, than from any other source. The topic we seem to be learning the most about is the nature of learning itself. I sometimes wonder who learns more in unschooling families, the parents or the children! Stress interferes with learning. Einstein wrote, "It is a very grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion. John Holt warned that "we think badly, and even perceive badly, or not at all, when we are anxious or afraid. Natural learners do not need such a structure. The success of self-directed learning unschoolers regularly outperform their schooled peers on measures of academic achievement, socialization,

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confidence, and self-esteem strongly suggests that structured approaches inhibit both learning and personal development. Because unschooling follows principles of natural learning, children retain the curiosity, enthusiasm, and love of learning that every child has at birth. Unschooling, as Holt writes, is a matter of faith. Birds fly; fish swim; humans think and learn. Therefore, we do not need to motivate children into learning by wheedling, bribing, or bullying. We do not need to keep picking away at their minds to make sure they are learning. What we need to do - and all we need to do - is to give children as much help and guidance as they need and ask for, listen respectfully when they feel like talking, and then get out of the way. We can trust them to do the rest. *How Children Learn* New York: Perseus Books Group, , p. *Teach Your Own* New York: New Society Publishers , p. *How Children Learn* , op.

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Chapter 4 : "Nurturing young learners in practice: a case study of key teacher disp" by Lorraine Ricchezza

Nurturing Young Children's Disposition to Learn explains how to engage children in early education by supporting and fostering their unique talents, strengths, and learning styles. With staff development suggestions, classroom vignettes, and innovative approaches throughout, this book is a source of guidance and inspiration.

Print Babies are born learners, with a natural curiosity to figure out how the world works. Curiosity is the desire to learn. It is an eagerness to explore, discover and figure things out. Curiosity is something all babies are born with. They come into the world with a drive to understand how the world works: A newborn follows sounds, faces and interesting objects with her eyes. An 8-month-old shakes a rattle and then puts it into his mouth to see what this object can do. Tips for Nurturing Curiosity Model interest in the world around you. Take a walk outside and wonder aloud about the trees, the sky, the stars. Also let your child see you pursuing interests of your own. Children learn so much more through activities that capture their attention and imaginations. If he likes music, play it for him often, make and play instruments together, dance together. If bugs are her thing, give her a shovel and a net. Find books on bugs and read to her. You will answer a question about where babies come from much differently if your child is three or thirteen. This also provides an opportunity to model how to find answers. Go with her to the library or call someone else who might know. Take this field trip together often. Find out when your local branch has its storytime. Books are windows into all kinds of worlds to delight the curious mind. Young children who are exposed to books become better readers. Let your child choose his own books. Stimulate your child with open-ended questions. Create an interesting environment. Babies spend one-fifth of their waking hours in focused gazing. Pictures on the wall and normal family activity are naturally fascinating. Give baby safe toys and objects to explore. Try to figure out what is capturing her interest, or what skill she is trying to master and create a safe and acceptable way for her to explore. For example, if your toddler is exploring the houseplants, put them out of reach but offer a close alternative. Put some dirt in a plastic container for your child to play with and inspect. If she likes to pour the water from her cup onto the high chair or floor, move her to the kitchen floor, bathtub or backyard after the meal so she can explore and experiment with water without driving you crazy. This will also teach children problem-solving skills, creative and acceptable ways to do and get what they want. Allow time for open-ended activities. Unlike some toys that are designed to be used a certain way, materials like boxes, blocks, water, sand, pots and pans, and any art material, can be used imaginatively. Do not tell your child what to do with the material, how to do it or what it should look like in the end.

Chapter 5 : Let's Talk About STEM Video Series – ZERO TO THREE

"Nurturing Young Children's Disposition to Learn explains how to engage children in early education by supporting and fostering their unique talents, strengths, and learning styles. With staff development suggestions, classroom vignettes, and innovative approaches throughout, this book is a source of guidance and inspiration.

This article was first posted on our website on November 9, 2011. An earlier version of the article was published in the November issue of *Collage: Resources for Early Childhood Educators*. Download the article by clicking [here](#). Form their values in their earliest years Piaget ; Wilson The way children learn is completely different than adults. Young children have a natural curiosity that requires direct sensory experience rather than conceptual generalization. Adults usually see nature as background for what they are doing, as a visual, aesthetic experience. Children have an innate, genetically predisposed tendency to explore and bond with the natural world known as biophilia, i. Biophobia is also manifest in regarding nature as nothing more than a disposable resource Dutcher, Finley et al But if love comes first, knowledge is sure to follow. We need to allow children to develop their biophilia, their love for the Earth, before we ask them to academically learn about nature and become guardians of it Olds ; Sobel Teaching nature abstractly in the classroom does not lead to pro-environmental behaviors in later life Schultz Teaching children at too early of an age about abstract concepts like rainforest destruction, acid rain, ozone holes and whale hunting can lead to dissociation from nature and premature abstraction. When we ask children to deal with problems beyond their cognitive abilities, understanding and control, they can become anxious, tune out and develop a phobia to the issues. In the case of environmental issues, biophobia—a fear of the natural world and ecological problems—a fear of just being outside—can develop. Regular positive interactions within nature allow children to feel comfortable in it, develop empathy with it and grow to love it. Recent research strongly suggests that the opportunity for children younger than age 11 to explore in wild, natural environments is especially important for developing their biophilic tendencies and that the type of play should be child-nature play, such as catching frogs in a creek or fireflies at night, versus only child-child play such as playing war games with walnuts. The best learning environments are informal and naturalistic outdoor nature-scapes where children have unmediated opportunities for adventure and self-initiated play, exploration and discovery. Such informal experiences stimulate genuine interest in and valuing of environmental knowledge that is provided in more structured environmental education programs. In addition to regular opportunities to explore and play in nature, one of the best ways to foster empathy with young children is to cultivate relationships to animals. This includes exposure to indigenous animals, both real and imagined Sobel Animals are an endless source of wonder for children, fostering a caring attitude and sense of responsibility towards living things. Children interact instinctively and naturally with animals, talk to them, and invest in them emotionally. Endangered species are not appropriate at this age. Developmentally appropriate activities include creating small imaginary worlds, hunting and gathering, searching for treasures, following streams and pathways, exploring the landscape natural, not adult manicured landscapes , taking care of animals and gardening. Adolescence—Social Action Social action appropriately begins around age 12 and extends beyond age 18 Their opportunities for environmental preservation should be focused at the local level where children can relate to the outcomes rather than in some far-off unknown rainforest Sobel ; Kellert The world once offered children the thousands of delights of the natural world. Children used to have free access to the outside world of wild nature, whether in the vacant lots and parks of urban areas or the fields, forests, streams of suburbia and rural areas. Children could explore and interact with the natural world with little or no restrictions or supervision. Nature-based childhood used to be the natural condition. The lives of children today are much more structured, supervised and scheduled with few opportunities to explore and interact with the natural outdoor environment. Today, most children live what one play authority has referred to as a childhood of imprisonment Francis Children are disconnected from the natural world outside their doors. With

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developmentally appropriate natural outdoor environments and programs, schools can help our children develop to become responsible stewards of the earth Herrington Susan et al ; Malone, Karen et al ; Sobel To accomplish this, children, as part of their daily life, need regular contact with natural environments that offer them opportunities for play and exploration, where they can explore and bond with nature, rather than the paradigm of recess on manufactured play equipment in a sterile or manicured landscape area. Rather than playgrounds, children need to be offered naturalized environments, the wilder the better, where they can interact with nature and the animals and insects that inhabit it. Children need to be given daily access to such outdoor natural environments for extended periods of time each day. It is only through such positive experiences in outdoor nature that children will develop their love of nature and a desire to protect it for their future and later generations. What Kids Buy and Why. Play as a medium for learning and development. Vygotsky and early childhood education. North Eastern Forest Experiment Station. Observed fears and discomforts among urban students on field trips to wildland area. The Journal of Environmental Education, 26 1 , Developmentally appropriate practice in early childhood education. Field and Study, Cambridge, MA: Cousins Environmental dispositions among school-age children. Environment and Behavior, 17 6. Monographs of the Society of Research in Child Development, vol. University of Chicago Press. Learning to love the natural world enough to protect it. Childhood foraging as a means of acquiring competent human cognition about biodiversity. Environment and Behavior, 27, The ecology of imagination in childhood. Creating Habitats for Learning. Promoting Ecological Awareness in Children. Childhood Education, 87, Children and the environment: Ecological awareness among preschool children. Environment and Behavior 25 1 , Formative influences in the lives of environmental educators in the United States. Environmental Education Research, 5, Upper Saddle River, NJ: Social Behaviors Gender Differences among Preschoolers: Implications for Science Activities. Journal of Research in Childhood Education 16 2 , Visions of children as language users: Language and language education in early childhood. Handbook of research on the education of young children, ed. Esterl, Mike , April Wall Street Journal, p A1. Child Development 52, Francis, Mark interview au Kathryn Devereaux Children of Nature, U. Davis Magazine, 9 2. A review of current research. Teachers College Press Motor development and movement skills acquisition in early childhood education. The theory of affordances. Toward an ecological Psychology. The theory and practice of involving young citizens in community development and environmental care. Children as agents in sustainable development: Children and their Environments: Learning, Using and Designing Spaces. Landscape and Urban Planning, 42, Engaging with the natural environment: The role of affective connection and identity, Journal of Environmental Psychology, 28 2 Structure, development, and the problem of environmental generational amnesia. Psychological, Sociocultural, and Evolutionary Investigations. Emotional affinity towards nature as a motivational basis to protect nature. Book review of Children and Nature: Psychological, Socio-cultural and Evolutionary Investigations. Children, Youth and Environments 13 1 accessed June 12, from cye. Children in Outdoor Contexts: Journal of Environmental Psychology, 24 2 , Synthesising insights from philosophy, psychology and economics. Environmental Values, 8, Designing Outdoor Environments for Children:

Chapter 6 : Nurturing Young Childrens Disposition To Learn Pademelon Press

Nurturing Young Children's Disposition to Learn When teachers consider young children's individual learning styles, they foster children's inclinations to learn, explore, and grow. This book investigates the meaning and importance of recognizing and supporting young children's dispositions to learn with Reggio-inspired ideas and National.

Chapter 7 : Developing Good Learning Dispositions: Ways to help a child be a better learner | Thinking Children

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Chapter 8 : Nurturing Resilience in Young Children | Summit Kids AcademySummit Kids Academy

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Chapter 9 : Nurturing Children's Natural Love of Learning - The Natural Child Project

nurturing young children's disposition to learn (pdf) by sara wilford (ebook) When teachers consider young children's individual learning styles, they foster.