Reflective Practice in the Early Years; SAGE, 2009; 232 pages; Michael Reed, Natalie Canning; 2009; 9781446203569

I bought this book as I am studying a foundation degree in early years and education. It has been a great source of information and aided me in writing an essay on reflective practice. Read more. 2 people found this helpful. 5.0 out of 5 stars Lovely book to read and refer to for studies. Reviewed in the United Kingdom on June 3, 2013. Verified Purchase. This book was a welcome book on the recommended reading list for my Foundation Degree. The whole presentation is very appealing. The information was very relevant for my course in Early Years. Read more. 2 people found this helpful. Provides an accessible yet critical approach to key themes within the early years, with a focus throughout on reflective practice. It starts by examining theories and research into the nature of reflection, how it can be used and how it can improve practice and produce a more responsive and thoughtful, research-based workforce for young children and their families. A range of themes, including global childhood poverty, observation and assessment, leadership, and multi-professional working, are then explored, highlighting the importance and application of reflection throughout these areas of re The Early Years Reflective Practice Handbook. Brock, Avril. Published by Routledge, London, UK (2014). Brand new Book. Written for anyone working in the field of early years education and care, this book encourages students and practitioners to consider their own practice and to examine practice in a wide range of early years settings. The four sections link closely to the principles of the Early Years Foundation Stage, and support the reader in developing a critical and reflective approach to their own work. Practice Principle 8: Reflective Practice. Authored for the Department of Education and Early Childhood Development by Louise Marbina, Amelia Church & Collette Tayler. In the early childhood development context, reflective practice is best described as a continuous process that involves professionals analysing their practice in order to identify what drives children’s learning and development; as well as the impact of their own values on understanding children’s learning and development. Donald Schön, in his influential book The Reflective Practitioner, developed the term “reflective practice” (Schön 1983). Schön introduced the concepts of “reflection in action” (thinking on your feet) and “reflection on action” (thinking after the event). Ideal for those working towards Early Years Professional Status (EYPS), this book is also a must-read for students on any early years course, and will help the professional development of all practitioners working with the Birth to Eight age range. Michael Reed is Senior Lecturer at the University of Worcester and Associate Lecturer with the Open University. He has co-edited a number of books including Reflective Practice in the Early Years (2010), Quality Improvement and Change in the Early Years (2012) and Work Based Research in the Early Years (2012), all published by SAGE. Natalie Canning is a Lecturer in Education at Early Years at The Open University.