

MAXIMIZING CULTURAL CAPACITY:
ADVANCING STANDARDS-BASED IMPROVEMENTS IN
EARLY CHILDHOOD EDUCATION

CULTURALLY RESPONSIVE EARLY LEARNING AND DEVELOPMENT
STANDARDS: BIBLIOGRAPHY FOR THE REVIEW OF THE LITERATURE

Prepared for:

The Foundation for Child Development

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Investment in Early Childhood Development Lays the Foundation for a Prosperous and Sustainable Society. Jack p. shonkoff, MD, julius b. richmond famri professor of child health and development, december 2009. Early Brain Development and Human Development. However, current policies regarding education and job training are based on fundamental misconceptions about the way socially useful skills embodied in persons are produced. By focusing on cognitive skills as measured by achievement of IQ tests, they exclude the critical importance of social skills, self-discipline and a variety of non-cognitive skills that are known to determine success in life. Dr. Dodge, who spoke at this event in a personal capacity, has approved this excerpt. in the Early Childhood Care and Education Sector. NAT Ion al dev elopment plan. European union structural funds. This document, a Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector, sets out a clear guide for professional development through childcare education and training. The central philosophy throughout the Model Framework is the well-being of all children in Early Childhood Care and Education. The publication of this document marks the culmination of an extensive process of consultation and research by the Certifying Bodies Subgroup. Standards for Quality of Early Childhood Education. Childcare Licensing Standards, Accreditation Standards, and Head Start Program Performance Standards. Measures Quality of Childhood Education Programs. Social Justice, and Closing the Achievement Gap in Early Childhood Education. Blacks and latinos are lagging behind white peers because many live in poverty, largest group under the age of 5. These children are less likely to atten preschool. School experience also has an effect, poor achieving schools are failing to teach effectively. Difficult for children to catch up when behind. To reduce Social Injustice and Achievement Gaps in Early Childhood Education. Increase access to high-quality childhood programs. Improve the quality of childhood programs. maximizing educational experiences for children, and to developing and implementing pro-grams. Families are the primary caregivers and educators of their young children. Discussion of current practice and theory in early childhood education would not be complete without recognizing the foundation built from the outstanding work of those who came before us. A tremendous debt of gratitude is owed to pioneers in the field of early childhood education, who with dedication and passion contributed ideas that are still influential today. Wortham, S. Early Childhood Curriculum, Developmental Bases for Learning and Teaching. Upper Saddle River, NJ: Pearson Education Inc. or Merill/Prentice Hall, 2002. Websites. Early childhood education (ECE; also nursery education) is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. Traditionally, this is up to the equivalent of third grade. ECE emerged as a field of study during the Enlightenment, particularly in European countries with high literacy rates. It continued to grow through the nineteenth century as universal primary education became a norm in the Western world. In recent years