Early Childhood Curriculum
Planning, Assessment and Implementation

Third edition

The third edition of *Early Childhood Curriculum* provides a comprehensive and accessible introduction to curriculum theories and approaches in early childhood and early primary settings. Drawing on a cultural-historical framework for education, the text explores a variety of approaches to learning and teaching and equips readers with the tools to effectively plan, design and implement curriculum strategies.

Thoroughly revised and updated, this edition features up-to-date coverage of national curriculum documents, including the Early Years Learning Framework and *Te Whāriki*, and expanded content on play-based curriculum, assessment and documentation. Key domain areas of the curriculum are explored in depth and have been revised to include updated discussions of environmental factors, digital knowledge and multiliteracies.

Each chapter is enriched with learning intentions, definitions of key terms, reflection points, links to current curriculum documents and illustrative case studies to help readers connect theory to practice. An updated companion website, www.cambridge.edu.au/academic/earlychildhood, features new supplementary materials for students and instructors.

Written by a team of highly respected and experienced Australian and New Zealand authors, *Early Childhood Curriculum* continues to be an essential resource for pre-service teachers and practitioners.

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**Marilyn Fleer** is Professor of Early Childhood Education and Development at Monash University, Australia, and is an Honorary Research Fellow at the University of Oxford, UK.

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Claire McLachlan
Marilyn Fleer
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About the authors

Claire McLachlan is Professor of Education and Head of School, Te Hononga School of Curriculum and Pedagogy in the Faculty of Education, University of Waikato, Hamilton, New Zealand. Claire became involved with early childhood education through the Playcentre movement as a young mother of three children, and became fascinated with how young children learn. She completed a doctorate on the topic of emergent literacy in New Zealand kindergartens. She has lectured on early childhood education at the University of Wisconsin at Madison, WI, at AUT University in Auckland, Massey University in Palmerston North, and for University of Waikato in Hamilton and Tauranga, as well as having had various roles as a teacher and manager in early childhood centres. Claire has a longstanding interest in curriculum, particularly early literacy and physical education, and over 200 publications on various aspects of curriculum, assessment and planning, including nine books. Claire is a member of the UNESCO-IBE Early Reading Panel and the New Zealand Ministry of Education Early Childhood Research Policy Forum and Teacher Led Innovation Panel. Claire was also a member of the writing team for the update of Te Whāriki (Ministry of Education, NZ 2017b). Since 2006 she has also been the co-editor of the journal Early Education, a publication aimed at early childhood practitioners.

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