ECERS-E: The Early Childhood Environment Rating Scale Curricular Extension to ECERS-R (3rd Revised edition)

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(Derick Brekke)

ECERS-E: THE EARLY CHILDHOOD ENVIRONMENT RATING SCALE CURRICULAR EXTENSION TO ECERS-R (3RD REVISED EDITION)

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Institute of Education Press. Paperback. Book Condition: new. BRAND NEW, ECERS-E: The Early Childhood Environment Rating Scale Curricular Extension to ECERS-R (3rd Revised edition), Kathy Sylva, Iram Siraj-Blatchford, Brenda Taggart, This is the third edition of the "ECERS-E", formerly called "Assessing Quality in the Early Years: Early Childhood Environment Rating Scale" ("ECERS-E"). The ECERS-E is an instrument for measuring quality in literacy, numeracy, science and diversity as observable in pre-school in relation to child cognitive and social/behavioural developmental outcomes for children age 3-5. This new update of the 2003 publication has more extensive notes, derived from feedback from extensive use of the instrument by practitioners in hundreds of settings and from local authority early years specialists. The ECERS-E complements the Early Childhood Rating Scales-Revised (ECERS-R), an internationally recognised measure of quality in education and care. Originally devised as a research tool, the scales are used increasingly by Local Authorities during audits to determine and improve the quality of provision, and by practitioners seeking to improve their practice through professional development. This practical handbook offers detailed guidance on providing a quality environment in which young children and their learning can flourish. Kathy Sylva is Professor of Educational Psychology at University of Oxford. She has researched extensively in the education and care of young children. Iram Siraj-Blatchford is Professor of Early Childhood at the Institute of Education, University of London. Her research interests include early childhood curriculum and pedagogy. She has published widely on issues of Early Childhood quality and equality. Brenda Taggart is the Research Co-ordinator of the Effective Pre-school, Primary and Secondary Education (EPPSE) project at the Institute of Education, University of London. Her background is in primary education and research.

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