



Thinking About Children

**Joyline Gwara, Isaac Mutelo, Monica
Nyachowe**

Thinking About Children:

Thinking About Children Donald W. Winnicott, 2018-05-08 Thinking About Children collects thirty one papers of which twenty eight have never previously been published As might be expected they range widely in tone and content from concise clinical observations to more general meditations including the landmark paper Towards an objective study of human nature Of particular interest are sections on autism and psychosomatics where the author s thinking can be seen to foreshadow more recent developments such as Frances Tustin s work on autism Together with a substantial introduction by the editors this book indispensable for those acquainted with the author s work and an ideal introduction for those who have not yet encountered the extraordinary clarity and depth of his thought

Thinking About the Family R. D. Ashmore, D. M. Brodzinsky, 2014-02-24 First published in 1986 Over the past decade and a half the rising divorce rate coupled with other changes in family life has led some observers to conclude that the traditional nuclear family today is analogous to a species of dinosaur facing an inevitable Ice Age and with it extinction During this recent period of social upheaval in which the American family has undergone considerable change there has been an exciting upswing in research on the family and the introduction of novel perspectives for seeking to understand this most important societal institution This volume brings together the writings of a set of researchers who represent one of these emerging approaches

Children's Thinking David F. Bjorklund, Kayla B. Causey, 2017-01-04 The Sixth Edition of David F Bjorklund and Kayla B Causey s topically organized Children s Thinking presents a current comprehensive and dynamic examination of cognitive development The book covers individual children and their developmental journeys while also following the general paths of overall cognitive development in children This unique and effective approach gives readers a holistic view of children s cognitive development acknowledging that while no two children are exactly alike they tend to follow similar developmental patterns Supported by the latest research studies and data the Sixth Edition provides valuable insights for readers to better understand and work with children

Developing Thinking and Understanding in Young Children Sue Robson, 2006-09-27 Invaluable for anyone looking to understand young children s thinking this essential textbook helpfully combines introductions to theories about thinking with observations from real life practice The book explores underlying theories behind topics such as the relationship between nature and nurture models of cognitive development with ideas from key thinkers such as Piaget Vygotsky and Bruner basic neuroscience and its application to early childhood the social emotional and cultural context of children s development emotional intelligence language and thought including the use of motherese and children s talk in pretend play whether children can think philosophically The author accompanies every topic with observations from the classroom supported by her own critical analysis linking theory to practice throughout

Thinking Children: Learning About Schemas Meade, Anne, Cubey, Pam, 2008-08-01 Forlagetets beskrivelse This book explores the frequently observed schemas of young children patterns of behaviour from which understanding and growth is derived and draws out the nature

of this learning *The Thinking Child* Pamela May,2013 What characteristics do children need to become motivated to learn How do children s experiences and relationships affect their cognitive development How do you provide learning experiences that meet the developmental needs of every child in your care The Thinking Child thoughtfully discusses the key principles of children s cognitive and intellectual development alongside descriptions of everyday practice It clearly explains the cognitive strategies that children use to learn new knowledge the development of cognitive milestones such as symbolism memories and the imagination metacognition and creativity along with research into how the brain processes information Throughout the book the author considers the key characteristics of effective learning and shows how play is one of the primary mechanisms that children use to access new knowledge and to consolidate their emerging ideas and concepts These characteristics are then applied to integral aspects of early years practice to show how practitioners can motivate children to learn new knowledge about themselves and the world around them help children to develop their own ideas creatively and use this knowledge as a base to learn new things reflect on their own teaching methods to encourage children s engagement motivation and creativity through effective observation and planning engage with parents and carers to help support children s learning at home whilst maintaining the values of the family celebrate the uniqueness of each child and provide learning experiences that are appropriate for individuals with particular learning needs be they physical emotional or cognitive to ensure that every child has an equal opportunity to succeed Emphasising the importance of understanding the theory that underpins children s cognitive development this accessible text shows practitioners how they can use this knowledge to provide learning opportunities that nourish children s thinking and creative skills epts These characteristics are then applied to integral aspects of early years practice to show how practitioners can motivate children to learn new knowledge about themselves and the world around them help children to develop their own ideas creatively and use this knowledge as a base to learn new things reflect on their own teaching methods to encourage children s engagement motivation and creativity through effective observation and planning engage with parents and carers to help support children s learning at home whilst maintaining the values of the family celebrate the uniqueness of each child and provide learning experiences that are appropriate for individuals with particular learning needs be they physical emotional or cognitive to ensure that every child has an equal opportunity to succeed Emphasising the importance of understanding the theory that underpins children s cognitive development this accessible text shows practitioners how they can use this knowledge to provide learning opportunities that nourish children s thinking and creative skills gnitive to ensure that every child has an equal opportunity to succeed Emphasising the importance of understanding the theory that underpins children s cognitive development this accessible text shows practitioners how they can use this knowledge to provide learning opportunities that nourish children s thinking and creative skills *Raising Thinking Children and Teens* Angela Brownemiller Ph.D.,2009-06-08 In her newest book written for both lay and professional people in all walks of life and cultures author lecturer educator Angela Browne

Miller presents a set of tools and awarenesses adults can apply to raising and teaching children and teens Full of daily life advice as well as profound ideas for changing the way we think about learning Raising Thinking Children and Teens Guiding Mental and Moral Development takes readers into the thinking processes of young people and shows how to reach them to help them to empower them Moral intelligence is key and Angela Browne Miller explains how to guide young people in developing it She likewise explores human potential and ways to raise thinking children who will maximize theirs Examining both the folklore and the scientific debates about intelligence she shows the danger of mislabeling and how to watch for and prevent labeling at school in the home and in society in general The book also treats topics such as the quality of care and safety in school and preschool settings effects of the physical environment on learning the role of organization in thinking childhood stress and hypochondria child abuse outside the home and family violence *The Thinking Child Resource Book* Nicola Call,2010-06-17 In this new edition of a popular resource the authors provide a wealth of practical suggestions on how to implement the most up to date research findings into how children learn best in early years settings It is fully updated with reference to all the latest initiatives including the Early Years Foundation Stage EYFS and Every Child Matters This practical resource includes ways to promote self esteem and emotional intelligence ideas for teaching through play music and movement activities for circle time advice on managing behaviour positively and fostering relationships with parents and carers This resource book can be used independently or as a companion to The Thinking Child also in its second edition Handy margin references direct you to the appropriate pages of the sister book should you wish to learn more about the theory and research behind the practical techniques An indispensable resource for early years practitioners of all settings this book will also appeal to trainee teachers and parents **Children's Thinking** Robert Siegler,2013-10-28 First published in 1978 In 1963 John Flavell posed one of the truly basic questions underlying the study of children s thinking his question was simply What develops This volume holds the papers from the 13th Annual Carnegie Cognition Symposium held in May 1977 that considering what progress had been made toward answering this question in the past 15 years **Causal Thinking in the Child** Monique Laurendeau,Adrian Pinard,2011-07 [Thinking Children's Rights in Africa](#) Joyline Gwara,Isaac Mutelo,Monica Nyachowe,2025-10-10 Children remain among the most vulnerable members of society and the responsibility of protecting their rights requires ongoing intellectual legal religious cultural and social engagement Since the adoption of the African Charter on the Rights and Welfare of the Child ACRWC in 1990 African states have made significant progress in developing legal frameworks and mechanisms protecting children However emerging challenges and deep rooted structural issues continue to hinder the full realisation of children s rights across Africa Thinking Children s Rights in Africa Emerging Issues is a response to this reality It is a multidisciplinary volume that brings together a wide range of voices academics practitioners philosophers theologians social workers and child rights advocates to reflect on the progress contradictions and persistent gaps in Africa s child protection landscape The volume consists of fourteen chapters and

includes the work of more than nineteen contributors many of whom have conducted empirical research engaged with policy and existing literature and or drawn from years of practical experience The book begins by exploring traditional and theoretical foundations of children s rights in Africa emphasising the relevance and tensions between customary norms and contemporary child protection discourses It then considers the legal and policy dimensions as well as lived realities and emerging challenges including child marriage trafficking sexual abuse and the situation of children in street contexts The role of religion law and policymakers in shaping the future of child rights on the continent is emphasised

Mental Development in the Child William T. Preyer,1893

The Child as Thinker Sara Meadows,1993 Discusses the way children remember and organize information in general the acquisition of skills such as reading writing and arithmetic and the development of more complex reasoning as children grow to maturity Also reviews some of the main areas relevant to individual differences in normal cognitive development and examines three major models of cognitive developemnt

Reasonable Children Michael S. Pritchard,1996 The public outcry for a return to moral education in our schools has raised more dust than it s dispelled Building upon his provocative ideas in *On Becoming Responsible* Michael Pritchard clears the air with a sensible plan for promoting our children s moral education through the teaching of reasonableness Pritchard contends that children have a definite but frequently untapped capacity for reasonableness and that schools in a democratic society must make the nurturing of that capacity one of their primary aims as fundamental to learning as the development of reading writing and math skills Reasonableness itself he shows can be best cultivated through the practice of philosophical inquiry within a classroom community In such an environment children learn to work together to listen to one another to build on one another s ideas to probe assumptions and different perspectives and ultimately to think for themselves Advocating approaches to moral education that avoid mindless indoctrination and timid relativism Pritchard neither preaches nor hides behind abstractions He makes liberal use of actual classroom dialogues to illustrate children s remarkable capacity to engage in reasonable conversation about moral concepts involving fairness cheating loyalty truth-telling lying making and keeping promises obedience character and responsibility He also links such discussions to fundamental concerns over law and moral authority the roles of teachers and parents and the relationship between church and state Pritchard draws broadly and deeply from the fields of philosophy and psychology as well as from his own extensive personal experience working with children and teachers The result is a rich and insightful work that provides real hope for the future of our children and their moral education

Critical Thinking in Young Children Elizabeth Jane Davis,2000 In addition to an introduction and review of the literature including the theories of Richard Paul and Henry Giroux the work includes an analysis of transcripts of conversations with young children about their thinking

BOOK JACKET

Raising a Thinking Preteen Myrna B. Shure,Roberta Israeloff,2000-04-05 By the author of the national bestseller *Raising a Thinking Child* an indispensable guide or parents of preteens *Raising a Thinking Preteen* introduces a unique series of exercises games and discussions that parents

can share with their eight to twelve year olds and in so doing will help their children recognize and express their feelings as well as help identify why others behave the way they do This book can be used by those who are familiar with the I Can Problem Solve program from the best selling Raising a Thinking Child where it was applied to younger children ages four through seven or they can easily learn its benefits here for the first time Using the same pathbreaking technique she described in her first book Myrna Shure shows parents how her ICPS program can teach the skills all preteens need to learn in order to face challenges confidently and be more successful in nearly every aspect of life now and as adolescents and adults It also makes a parent s life much easier as it helps children Learn to wait for what they want Cope with frustration Get along better with peers Control their impulses and aggressions Resist feelings of depressionThe preteen years are often the last opportunity for parents to teach their children how to think for themselves This book is the only source with a proven plan to help them do just that

Children's Thinking , The Church School Journal ,1876 Aspects of Child Life and Education of G.Stanley-Hall and Some of His Pupils Granville Stanley Hall,1921 **Imagining the Impossible** Karl S. Rosengren,Carl N. Johnson,Paul L. Harris,2000-05-29 This volume first published in 2000 is about the development of human thinking that stretches beyond the ordinary boundaries of reality Various research initiatives emerged in the decade prior to publication exploring such matters as children s thinking about imaginary beings magic and the supernatural The purpose of this book is to capture something of the larger spirit of these efforts In many ways this new work offers a counterpoint to research on the development of children s domain specific knowledge about the ordinary nature of things that has suggested that children become increasingly scientific and rational over the course of development In acquiring an intuitive understanding of the physical biological or psychological domains even young children recognize that there are constraints on what can happen However once such constraints are acknowledged children are in a position to think about the violation of those very same constraints to contemplate the impossible

Thinking About Children Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Thinking About Children**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Table of Contents Thinking About Children

1. Understanding the eBook Thinking About Children
 - The Rise of Digital Reading Thinking About Children
 - Advantages of eBooks Over Traditional Books
2. Identifying Thinking About Children
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Thinking About Children
 - User-Friendly Interface
4. Exploring eBook Recommendations from Thinking About Children
 - Personalized Recommendations
 - Thinking About Children User Reviews and Ratings
 - Thinking About Children and Bestseller Lists
5. Accessing Thinking About Children Free and Paid eBooks

- Thinking About Children Public Domain eBooks
 - Thinking About Children eBook Subscription Services
 - Thinking About Children Budget-Friendly Options
6. Navigating Thinking About Children eBook Formats
 - ePub, PDF, MOBI, and More
 - Thinking About Children Compatibility with Devices
 - Thinking About Children Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Thinking About Children
 - Highlighting and Note-Taking Thinking About Children
 - Interactive Elements Thinking About Children
 8. Staying Engaged with Thinking About Children
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Thinking About Children
 9. Balancing eBooks and Physical Books Thinking About Children
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Thinking About Children
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Thinking About Children
 - Setting Reading Goals Thinking About Children
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Thinking About Children
 - Fact-Checking eBook Content of Thinking About Children
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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