

January 2018

FACULTY FINDS

Playful Development: Evidence and Resources for Supporting Each Domain and Each Child

Are you supporting your students/learners to learn about and practice using play as a vehicle for supporting learning and development in any single domain, as well as across domains? The amazing Robin Ploof of Champlain College and I have recently pulled together an annotated compilation (Resources for Supporting Learning and Development Through Play) to help incorporate an emphasis on play in your work. There are evidence sources, print materials, audiovisual resources, and online sources, all of which are readily available, free, and relate to children birth through Grade 3. Don't miss [Children Speaking About the Importance of Play](https://www.youtube.com/watch?v=sby38BbLZuY) (<https://www.youtube.com/watch?v=sby38BbLZuY>), a short, delightful Irish video.

For those of you who like concrete suggestions, I've created a second document (Activities and Assignments for Incorporating an Emphasis on Play). Scroll down the left hand column to find a topic on which you teach or provide professional development, then scan right to find examples and the specific topics they address. Both resources are attached and are also posted online.

Resources for Supporting Learning and Development Through Play

<http://fpg.unc.edu/presentations/faculty-finds-resources>

Activities and Assignments for Incorporating an Emphasis on Play

<http://fpg.unc.edu/presentations/faculty-finds-resources>

Language Development Resources

In the recent survey of Faculty Finds subscribers, many requested resources to support their work. Thanks to the VT Agency of Education, here are two new collections of free resources, one with resources to support language and the other with math resources. Each collection includes evidence, print, audiovisual, and web sources. Looking for a specific focus? Just search the document (CTRL + F). Consider starting with [The Linguistic Genius of Babies](https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies) (https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies) or [The Birth of a Word](http://www.ted.com/talks/deb_roy_the_birth_of_a_word) (http://www.ted.com/talks/deb_roy_the_birth_of_a_word).

Resources to Support Language Development

<http://fpg.unc.edu/presentations/faculty-finds-resources>

Messages in *Transforming the Workforce* for Early Childhood Faculty and Instructors

In April 2015, the National Institute of Medicine and the National Research Council (now the National Academies of Science, Engineering, and Medicine) released *Transforming the Workforce for Children from Birth through Age 8: A Unifying Foundation*, a seminal report for the early education field. It put forth a vision for shared knowledge and competencies for care and education professionals and laid out many principles for effective preparation, ongoing professional learning, and practice. It called for significant shifts to revamp how teachers, leaders, and other professionals working with children birth through age eight are prepared, credentialed, and supported. New America's Early & Elementary Education Policy team has created *Transforming the Early Education Workforce: A Multimedia Guidebook*, an interactive space that makes the key takeaways from the report more digestible and actionable. While there are many interesting parts to this new website, a section called **Steps for Institutions of Higher Education** delineates issues of particular relevance and importance for faculty and instructors to include in their instruction.

Transforming the Workforce for Children from Birth through Age 8: A Unifying Foundation

<https://www.nap.edu/download/19401>

Transforming the Early Education Workforce: A Multimedia Guidebook

<https://www.newamerica.org/in-depth/transforming-early-education-workforce/>

Steps for Institutions of Higher Education

<https://www.newamerica.org/in-depth/transforming-early-education-workforce/steps-institutes-higher-education/>

Can Great Teaching Be Learned?

Instructional Moves is an initiative from the **Teaching and Learning Lab** at the **Harvard Graduate School of Education**. The project, which is dedicated to the notion that great teaching can be learned, features videos that show Harvard instructors using highly effective, evidence-based teaching moves, which can be adapted and applied across a variety of educational settings. Browse the website to read or watch content related to building community (e.g., getting to know your students, modelling norms for actively listening, and building on comments), lecturing interactively (e.g., engaging students, scaffolding new material, deepening understanding), and facilitating discussions (e.g., framing the discussion, balancing and pacing, and responding to students).

Instructional Moves

<https://instructionalmoves.gse.harvard.edu/>

Teaching and Learning Lab

<https://tll.gse.harvard.edu/>

Harvard Graduate School of Education

<https://www.gse.harvard.edu/>

A Few Words About Faculty Finds

Faculty Finds is distributed six times per year. Each issue focuses on early childhood (birth through Grade 3) content resources, instructional resources, and information about the effective preparation of early childhood professionals. All resources are free. Anyone can sign up to receive future issues of **Faculty Finds**. Send an email with no message to subscribe-facultyfinds@listserv.unc.edu

Faculty Finds is compiled by Camille Catlett. **All or part of Faculty Finds may be freely shared or copied.**

To suggest resources or topics, please contact Camille (camille.catlett@unc.edu). Past issues and resources are archived in Portable Document Format (PDF) at <http://fpg.unc.edu/resources/faculty-finds>