## **CONTENTS**

List of figures and tables		xi
Ab	About the authors	
	reword	XV
1	An introduction to learning theories	1
	The organization and structure of the book: A brief synopsis of each chapter.	
2	The developmental processes underpinning learning: the role of theory and philosophy	11
	The developing brain: Definitions of learning: Learning styles: Unpacking philosophy and theory: Philosophy and learning: Understanding theory: Blurring the edges: a theory and a philosophy.	
3	The founding fathers and philosophies of learning	29
	Introduction to the philosophical and theoretical positions of: John Locke and the empiricists: Jean-Jacques Rousseau and the essence of being born 'good': Friedrich Froebel and the emergence of the kindergarten: John Dewey and the debate around child-centred education: Maria Montessori and the nature of children: Rudolf Steiner and Steiner Waldorf schools: Rachel and Margaret McMillan and the founding of the Nursery School Movement.	
4	Classical and operant conditioning: the Early Years experience	47
	Pavlov and classical conditioning: Watson and behaviourism: Learning through trial and error: Behaviour has consequences: Enhancing motivation.	

5	Piaget, learning and cognitive constructivism	65
	Stages of development: Sensorimotor stage (0–2 years): Pre-operational stage (2–7 years): Concrete operational stage (7–11 years): Formal operational stage (11–15 years): Schema formation: Criticisms of Piaget's theory: Piaget in the Early Years setting.	
6	Vygotsky: learning in a social matrix	91
	Vygotsky and social constructivism: Culture and society: Developing language and thought: Play, creativity and thought: The zone of proximal development – walking 'a head taller': Peer collaboration: Criticisms of Vygotsky: Vygotsky in action – Golden Key Schools.	
7	Bandura, Bronfenbrenner and social learning	113
	Bandura's social learning theory: Bronfenbrenner's ecological systems model.	
8	Bruner and discovery learning/constructivism	129
	Bruner in context: What do we mean by learning: How children represent the world: The importance of language: Bruner's views on education: Connecting with Bruner in the 21st century.	
9	New perspectives: childhood studies	149
	The evolution of a new theoretical paradigm: Methods and methodologies: Giving Voice to the Child: Criticisms of the new social studies of childhood.	
10	Theory in practice: learning and the reflective practitioner	169
	Becoming a reflective practitioner: Developing young learners: Creating effective learning environments: Putting theory into practice.	
11	The changing nature of learning	195
	Childhood in the 21st century: Changing landscapes in the early years: Changing landscapes in the primary years: Emerging literacies: How play and children's interests are changing and impacting upon learning.	
Glo	ossary	213
Appendix: answers to exercises Index		219 221