

Children's development in education

[Education](#)



D2 Assignment It is true that the experiences that support children in making connections amongst the domains of information will likely impact on, and enhance the richness of their neural brain networks. The implications of this to an early childhood educator would be that they set up the classroom environment in a way that motivates the child to learn and interact with more objects. Inclusion of a lot of toys and objective learning materials should be ensured to motivate the child in relating with the classroom environment, as well as the curriculum. Early experiences can also enhance or diminish the innate potential of the child and so this would provide educators with a platform upon which to further the child's development and learning in the classroom (Haugen & Susan, 175).

High order thinking refers to thinking on a higher level than just memorizing facts or repeating something in the same way you heard it. In my class, first, I would ask the children to give an analysis of the character of a particular book they have just read or I could ask them to give the book a new title and ending based on what they have read. Secondly, I will assist the children form visualizations of the images they have seen or read about. Additionally, I could develop the children's concepts connection through asking them to connect the new concept they have acquired to the old ones they know of. Lastly, I will help the children to develop adequate problem solving skills which can enable them make informed decisions.

While observing children, we need to consider their goals and determine the effects they are likely to make. Reviewing of the documented observations over and over provides an analysis and review of the observations and notes (Haugen & Susan, 100). This can also be done through looking for representations where children invent new ways to capture and express

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meaning.

Work cited

Haugen, David M., and Susan Musser. Education. Detroit: Greenhaven Press, 2009. Print.