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VALUING LOCAL CULTURES



Perspectives Early Childhood Education

**Edward Melhuish, Konstantinos
Petrogiannis**



Perspectives Early Childhood Education:

International Perspectives on Early Childhood Education and Care Jan Georgeson, Jane Payler, 2013-02-16 There is a growing interest in understanding how early years care and education is organised and experienced internationally This book examines key influential approaches to early years care as well as some less well known systems from around the world In particular the book aims to Inform those studying early years about perspectives in other countries Encourage critical thinking about issues influences and the complexities of early years provision around the world Promote critical reflection on students own provision and the current context of that provision Each chapter provides an overview of early years provision and explores historical and current influences in context as well as offering insights into daily life through short vignettes longer case studies and commentary from practitioners Whilst many approaches such as Reggio Emilia Te Whariki and Head Start are widely admired it is important for reflective practitioners to understand the motivation which gave rise to these influential approaches in their original context Additionally broadening understanding through information on less widely known systems the book provides students with a good grounding in the international context of early years the provenance of different early years approaches and principles and the influences on their own countries provision Written in a straightforward and accessible style the book is designed to meet the needs of students studying modules related to international perspectives on a range of foundation bachelor and master s degrees in early years Contributors Verity Campbell Barr Federica Caruso Carmen Dalli Rebecca Carter Dillon Annie Davy Chandrika Devarakonda Alena Drzalov Hasina Banu Ebrahim Susan Edwards Dora Ho Valerie Huggins Anne Hunt Kerstin K p va Kov csn Bakoski Caroline Leeson Beth Marshall Nancy McDermott Julia Morgan Joce Nutall Elin Eriksen degaard Philip Selbie Paolo Sorzio Manabu Sumida Keang ieng Peggy Vong Karen Wickett The book rightly challenges common assumptions about the value of Western perspectives of ECEC and skilfully enables the reader to recognize the various social political and economic drivers and processes that have shaped early years pedagogy on a global level Dr Janet Rose Early Years Education Award Leader Bath Spa University UK Given the ever increasing interest and importance of global early childhood education and care this critically informed book offers valuable and challenging internationalised comparative arguments for students and academics at all levels Dr Guy Roberts Holmes Senior Lecturer Early Years and Primary Education Department University of London UK

Critical Perspectives on Early Childhood Education Lois Weis, Philip G. Altbach, Gail P. Kelly, Hugh G. Petrie, 1991-09-10 This book explores key policy issues related to early childhood education Through the contributions of various professionals in the field the editors provide a vision practical and possible of early childhood education in the 1990s Part I delves into the complex world both personal and professional of the classroom teacher The essays in Part II look at issues of the school community including the roles of class race gender and exceptionality Finally Part III examines the relationship between schools and the community at large and how complex issues find their way into social and economic policies that often stifle

rather than support the democratic vision of American schools Taken as a whole the volume presents a stimulating discussion of the current state of early childhood education policy and practice *Teachers' and Families' Perspectives in Early Childhood Education and Care* Sivanes Phillipson, Susanne Garvis, 2019-01-30 The second volume in this Early Childhood Education in the 21st Century International Teaching Family and Policy Perspectives miniseries focuses on teacher and family perspectives of early childhood education and care from 19 different countries around the world The aim of this volume is to articulate the key components of teacher education and family practices that impact young children s education and care Each country featured in this volume presents its own unique perspective in relation to the cultural and societal constraints around teacher training and or family practices and the thinking around those practices that are important for early childhood development Offering a unique insight into how teachers and families work together in different countries the book is essential reading for early childhood educators researchers early childhood organisations policy makers and those interested to know more about early childhood within an international perspective Cross-Cultural Perspectives on Early Childhood Theodora Papatheodorou, Janet Moyles, 2012-01-24 By exploring the key issues arguments and messages that exist in the field this book provides an international comparative look at aspects of early childhood education and care Pedagogical practices learning cultures and the professional development of practitioners are considered within the wider political agenda of different countries Pertinent policy and practice issues such as numeracy and literacy are carefully examined The text highlights how important it is to engage with and listen to children to provide positive learning encounters Divided into four parts the book covers children s learning cultures culture of pedagogy cultural perspectives on curriculum cultures of professional development Chapters cover key topics such as multi sensory learning outdoor learning children s voice children as mentors literacy and mathematics With expert contributors drawn from across the world this book is vital reading for all those studying comparative education on early years courses Theodora Papatheodorou PhD is an early years educator and researcher Janet Moyles is Professor Emeritus at the Faculty of Education Anglia Ruskin University and an early years consultant *Multiple Perspectives on Play in Early Childhood Education* Olivia N. Saracho, Bernard Spodek, 1998-01-01 While teachers value children s play they often do not know how to guide that play to make it more educational This volume reflects current research in the child development and early childhood education fields

Contemporary Perspectives on Early Childhood Education Nicola Yelland, 2010-03-16 This book considers and interrogates a range of new and critical issues in contemporary early childhood education It discusses both fundamental and emerging topics in the field and presents them in the context of reflective and contemporary frameworks Bringing together leading experts whose work is at the cutting edge of contemporary early childhood education theory and research across the world this book considers the care and education of young children from a global perspective and deals with issues and groups of children or families that are often marginalized The contributing authors challenge traditional views and maintain

that new ways of thinking and doing are required in these new times The chapters in this book highlight some of the most important issues as catalysts for discussion and critique Central to the discussions is the notion that these are complex issues that warrant debate and that there are often no simple solutions to them These theoretical perspectives are situated in practice with the use of engaging case studies This edited collection is essential reading for anyone studying or working in early childhood education Contributors Marina Umaschi Bers Erica Burman Judith Duncan Anne Haas Dyson Karen Gallas Rachael Holmes Elizabeth Jones Michelle Leiminer Hillevi Lenz Taguchi Maggie MacLure Christina MacRae Joanna McPake Veronica Pacini Ketchabaw Alan Pence Helen Penn Lydia Plowman Valerie Polakow Christine Stephen Gail Yuen

International Perspectives on Early Childhood Education and Care Susanne Garvis,Sivanes Phillipson,Heid Harju-Luukkainen,2018 **Varied Perspectives on Play and Learning** Ole Fredrik Lillemyr,Sue Dockett,Bob Perry,2013-09-01 This book brings together an international group of researchers reporting on their work about play and early childhood education across 13 countries Norway Sweden Denmark England Germany Hong Kong United States of America India The Maldives Sri Lanka Singapore China and Australia It contributes to growing international conversations about play and the role of play in early childhood education Each of the chapters in this anthology reflects different directions in research as well as a range of approaches to reconceptualising play Each researcher questions assumptions underpinning young children s play and early childhood education and explores the implications of these questions for further research practice and policy Chapters report a wide range of innovative and transformative research focusing on areas such as the play of infants and toddlers the role of values in play the complexity of connections between play and learning motivation the role and understandings of early childhood educators in promoting children s play risky play and the impact of Westernised approaches to play in different contexts This book argues for the importance of children s play at a time when there is a great deal of pressure to increase the academic focus of early education and to eliminate play that could be deemed risky Several authors note moves towards pedagogies of play and explore the potential links between play and learning in early education settings The research reported in this book is a timely reminder of the value of play for and of itself as well as the learning potential of play It provides a pathway into the debates about the role and value of play in early years education for students researchers and policy makers **Progress, Change and Development in Early Childhood Education and Care** Elizabeth Coates,Dorothy Faulkner,2017-10-02 In 2000 the Millennium Development Goals set out targets aimed at creating a safer more prosperous and more equitable world If these goals were to be achieved children s lives would indeed be transformed In this collection achievements against these targets are identified with each contributor examining the progress made in early years provision in Australia China England Greece the Netherlands Portugal South Africa and Sweden They highlight the priorities and agendas of their respective governments and focus on the trends and issues which are particularly relevant to each situation thereby revealing the social and educational inequalities that persist

across countries A common theme running through this volume concerns the political tensions that arise when governments and educators hold fundamentally different views about the nature and purpose of early years education and the needs of children and families It is clear that although the past two decades have seen many changes in attitude towards the importance of the early years of life politically economically and environmentally much still remains to be done if the Millennium Development Goals for young children and their families are to be fully met Despite this this volume demonstrates that those who work in this area continue to experience a deep concern for the well being of young children which transcends cultures frontiers and political and sectarian divides This book was originally published as a special issue of the International Journal of Early Years Education *Early Childhood Care & Education* Edward Melhuish, Konstantinos Petrogiannis, 2006-09-27 Throughout the world the number of working mothers with young children has continued to grow This has important consequences for social policy decisions particularly in the fields of parental leave childcare and pre school services provision Some countries are far more successful at combining high quality early childhood services with high percentages of mothers in employment whereas others continue to struggle This edited volume examines the ways in which different countries across the world are tackling early childhood services and how these services affect young children s experiences and development for better and worse Some of the recurring questions of childcare provision are tackled including Is pre school childcare detrimental to children Does the quality of childcare matter Why are some countries succeeding in providing quality childcare services and others are not How can we best organise parental leave employment regulations and childcare provision **Beyond Listening** Clark, Alison, Peter Moss, Kjørholt, Anne Trine, 2005-10-19 From both an international perspective and through combining theory practice and reflection this book examines critically how listening to young children in early childhood services is understood and practiced *Perspectives on Early Childhood Education* Katherine M. Hirst, Kath Hirst, Cathy Nutbrown, 2005 Focusing on early childhood experiences and the factors at work this title examines the expanding field of early childhood education and care highlighting the critical issues to be aware of and how this can affect the child in later life **Early Childhood Educational Research** Cathy Nutbrown, 2018-07-09 This book offers an accessible critique of recent Early Childhood Educational Research taking an international perspective and highlighting strengths and key focus areas within the field It will also identify areas where researchers have yet to offer significant insights that support the development of theory policy and practice *Perspectives*, 1999 A collection of articles from many periodicals on the subject *Common Characteristics and Unique Qualities in Preschool Programs* Sue C Wortham, 2012-11-29 We live in a world that is transitioning from focus on early childhood education within individual countries into a global perspective that considers how early childhood education is conducted in many diverse cultures and environments The challenge on a global basis is how to develop programs in countries and environments that are different from a specifically western perspective Economic geographic and cultural influences infuse early childhood programs around

the world In 1999 a group of educators representing 36 countries developed guidelines for establishing minimum standards for preschool programs A purpose for developing the guidelines was to provide guidance for countries that wished to evaluate and improve their own programs A second purpose was to help developing countries initiating preschools to have relevant information about quality programs The later development of an assessment tool based on the Global Guidelines served as a vehicle to use the guidelines to assess a single program or multiple programs The continuing work with these guidelines in many countries throughout the world since 2000 has resulted in the collection of information that reveals the uniqueness of programs in different countries

Early Childhood Education Evelyn Weber,1970 *Early Learning* Sufia Azmat,2015 Perspectives and Provocations in Early Childhood Education Volume 2 Vivian Vasquez,Jeffrey Wood,Carol Branigan Felderman,2013-08-01 Mandates to implement practices that are antithetical to what we embrace as supportive of young children s literacy learning are pervasive Teachers of young children are asked to teach to the test in ways that take away opportunities for holistic thoughtful play oriented practices that allow children to construct knowledge through contextualized and purposeful experiences In 2009 the Early Childhood Assembly was formed by a group of early childhood educators to provide a home at the National Council for Teacher of English for all who work with young children Perspectives and Provocations in Early Childhood Education is a publication of the ECEA The publication is intended to support teachers of young children and those interested in studying about early literacy by putting on offer texts with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities All royalties from the book go to the ECEA to help the organization advance its goals of providing scholarships for early childhood teachers to participate in conferences and professional development events

Contemporary Perspectives and Research on Early Childhood Education Jeanne Galbraith,Ozkan Ozgun,Mustafa Yasar,2014-04-23 Contemporary Perspectives and Research on Early Childhood Education is a welcome addition to the field of early childhood education This book enhances the understanding of different approaches to curriculum and instruction appropriate assessment strategies the role of math and science in children s development the importance of seeing the whole child and ensuring children develop holistically through play and arts training effective teachers and the importance of helping parents to be better supporters of their children Along with this comprehensive content the book also contains diverse methodologies including qualitative quantitative and mixed method approaches which will further enrich the reader s perspective and understanding of a wide range of topics in the field Thus this book creates a platform for researchers and practitioners to share and discuss research findings expertise and experiences about early childhood education

Scientific Influences on Early Childhood Education Dominic F. Gullo,M. Elizabeth Graue,2020-04-23 Scientific Influences on Early Childhood Education offers a new framework for examining the diverse scientific perspectives that shape early childhood education As the field takes on an increasing role in addressing children s educational developmental and environmental needs it is critical

to more fully understand and appreciate the diverse scientific roots of contemporary early childhood education This edited collection brings together leading researchers to explain and unpack perspectives that are not often associated with early childhood education yet have made significant contributions to its development and evolution Essential reading for anyone working with young children this critical and insightful text illuminates the connections between our social values science and research in the field

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