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**Contemporary Issues in Early Childhood** - Children's Issues Coalition - 2003
Caribbean Childhoods: From Research to Action is an annual publication produced by the Children's Issues Coalition at the University of the West Indies, Mona. The series seeks to provide an avenue for the dissemination of research and experiences on children's health, development, behaviour and education, and to provide a forum for the discussion of these issues.

**Contemporary Issues in Childhood** - Zeta Brown - 2017-07-31
Contemporary Issues in Childhood provides undergraduate students with a comprehensive introduction to the current influences and challenges that surround childhood, families and communities. The text carefully explores the lives of children and young people to make clear the link between this particular demographic and social contexts such as family, community and society. Key theories and concepts are examined in each chapter, using Bronfenbrenner's bio-ecological model to highlight the complex and individual nature of child development. Written by highly experienced authors who represent a variety of professional disciplines, the book offers a comprehensive introduction to encourage critical reflection on the influences and experiences of children and childhood. A range of rich, practical examples accompany the text, in addition to discussion questions, case studies and further reading designed to support readers in reflecting on their own experiences as learners. Contemporary Issues in Childhood is essential reading for students on Education Studies courses and Childhood, Family and Community Studies courses, as well as preservice and in-service educators. It will also be of great interest to Early Childhood Studies and Special Needs/Inclusive Studies students.
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**Early Childhood Theories and Contemporary Issues** - Mine Conkbayir - 2014-11-20
Having a good grasp of the theories of child development and how these translate into practice can make a positive difference to how you understand babies and children and the ways in which you can help them learn. This approachable guide offers easy access to a wide range of concepts, as well as classic and current theories, about how babies and children learn. Each chapter offers clear guidance on how to recognise the theory in action and suggests ways to test these ideas out in early years settings, supporting the development of reflective practice. Case studies are included throughout, along with questions to guide thinking and encourage readers to develop their practice. Summaries conclude each chapter offering a quick reference of the theory examined and the benefits of applying it to practice. Early Childhood Theories and Contemporary Issues is an essential guide for all those looking to develop and enhance their practice in supporting child development within the early years.

**Contemporary Issues in Early Childhood Education in Germany** - Wilfried Smidt - 2018-07-26
The importance of early childhood education has been emphasized by a large body of research that has demonstrated that children’s cognitive and socio-emotional development is significantly influenced by the quality of the education and care received from their families and in preschool. Consequently, it is important to investigate factors that pertain to the provision of a high-quality education and high-quality care for young children. This book addresses several important issues that are currently under discussion with respect to this topic. In particular, the book focuses on three topics presently under debate: the professionalization of pedagogues working in the field of early childhood education; the quality of education and care provided by families and preschools; and the promotion of children from socio-economically disadvantaged families. Providing an excellent overview of current research in Germany, this book will be useful to readers who are interested in international perspectives on early childhood education and who want to gain insight into relevant topics discussed in other countries. This book was originally published as a special issue of Early Child Development and Care.

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**Contemporary Issues and Challenge in Early Childhood Education in the Asia-Pacific Region** - Minyi Li - 2016-10-26
This book investigates the unique and dynamic approaches to key issues of changing images of child and childhood, by different countries in the Asia-Pacific. Key concepts considered are re-conceptualizing early childhood education and care, re-examining early learning standards and redefining professionalism. The Asia Pacific region includes countries belonging to both the Majority and Minority worlds and which vary widely in terms of their cultural geography, social-cultural beliefs, and levels of development, demographic profiles, political systems and government commitments to early childhood services. An international team of experienced researchers from different countries guarantees diverse perspectives. By examining different countries' policy choices and evidence-based practices, the authors show how best to provide for young children based on their countries' strategies.

**Contemporary Issues in the Early Years** - Gillian Pugh - 2013-10-23
If you are a student or practitioner in the early years sector, you need to develop a rounded understanding of key issues in this fast-moving field. This new and updated edition provides a critical examination of the essential issues in early years policy and practice. With contributions from highly regarded practitioners and researchers, this book accessibly balances theory and practical concerns. The Sixth Edition has been extensively revised to include: A new chapter on Child Protection and Safeguarding Coverage of the new EYFS Theory and research evidence A Companion Website, highlighting further reading and current policies and frameworks. You can visit the Companion Website at www.uk.sagepub.com/pughduffy to view a video from the authors, and also access study materials including: Points for discussion Reflective tasks Further reading Web links.

**Innovative Communication Technologies in Early Childhood Education and Related Issues** - Seth Badu - 2018-04-26
Submitted Assignment from the year 2018 in the subject Education - Educational Tests & Measurements, University of Education (Early childhood Education), course: Contempoary issues in early childhood education, language: English, abstract: Contemporary issues are events, ideas, opinions or topics in a given subject area that are relevant to the present day. In the area of early childhood education, contemporary issues are issues that have come to light recently and are relevant to the present day. ICT is becoming a ubiquitous component of the physical and social worlds occupied by young children. It is an important part of the private and
work lives of most people, including those who support young children’s learning and development, whether as parents, family members, caregivers, or early childhood educators. It is often argued in the literature that children’s early childhood education experiences should reflect and connect with their experiences in the wider world. Therefore, ICT matters in early childhood education, because it already has an effect on the people and the environments that surround young children’s learning and well-being. There is strong consensus across the literature that, it is timely for the role and potential of ICT for the early childhood education sector to be critically examined, to guide future development and decision-making in this area.

Since the inception of early childhood education program in 2004, there have several subjects of concern to ensure the effectiveness of the program and since the modern world is fast-paced and dynamic, these issues keeps coming into light and as early childhood stakeholders we cannot forgo these issues without discussing its relevance and effectiveness in advancing early childhood education in Ghana.

**Contemporary Childhood** - Sean MacBlain - 2017-02-13
This brand new textbook brings you up to date with all the latest developments and keys issues from around the globe, and helps you understand how these changes are impacting on practice in early years and primary classrooms. Key issues in contemporary childhood are explored through three sections on The Child, The Family, and Emerging Trends, with topics including: the ‘Digital Child’ and the rise of new technologies children’s security and the impact of poverty, austerity and conflict children’s happiness, mental-health and wellbeing the changing nature of families including LGBT homes, refugees, and asylum seekers the challenges of multi-agency working The pace of change in early childhood can be daunting, but this book helps students and practitioners understand the huge variety of issues affecting children in the UK and all over the world. Sean MacBlain will be discussing key ideas from Contemporary Childhood in the SAGE Early Years Masterclass, a free professional development experience hosted by Kathy Brodie. To sign up, or for more information, click here.

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Digital Technologies and Learning in the Early Years - Lorna Arnott - 2017-04-10
iPads, mobile phones, tablets and many other digital devices feature in the lives of children from the moment they are born, but what is the place of these technologies in children’s early years and learning experiences? In the age of the ‘Techno-Tot’ this edited collection focuses on exploring the potential of what children can do with technologies, rather than what technologies can do for children. With chapters written by a range of international authors, this book: offers an evidence-based discussion of children’s experiences with technologies in early years education broadens our understanding of technologies in early years, beyond the typical focus on screen-based media details the child’s ‘story’ with technology offers a range of case studies from the UK, USA, Australia and Europe. Lorna Arnott will be discussing key ideas from Digital Technologies and Learning in the Early Years in the SAGE Early Years Masterclass, a free professional development experience hosted by Kathy Brodie. To sign up, or for more information, click here.

EBOOK: 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 Polakov, Christine Stephen, Gail Yuen.
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Contemporary Debates in Childhood Education and Development -
Sebastian Suggate - 2012-06-14
What are the risks and benefits of non-parental care for young children?
What are the short- and long-term effects of academically vs. play-focused
environments for learning? How and when should we teach reading? What
are the purposes of Education? What is the best way to teach mathematics
to children, from preschool and beyond? Contemporary Debates in
Childhood Education and Development is a unique resource and reference
work that brings together leading international researchers and thinkers,
with divergent points of view, to discuss contemporary problems and
questions in childhood education and developmental psychology. Through
an innovative format whereby leading scholars each offer their own
constructive take on the issue in hand, this book aims to inform readers of
both sides of a variety of topics and in the process encourage constructive
communication and fresh approaches. Spanning a broad spectrum of issues,
this book covers: Phonic and whole language reading approaches The
developmental effect of non-parental childcare The value of pre-school
academic skill acquisition The most effective methods of teaching
mathematics Standardized assessment – does it work? The role of electronic
media and technology The pedagogical value of homework The value of
parents’ reading to children. This book combines breadth of vision with
cutting edge research and is a ‘must have’ resource for researchers,
students and policy makers in the fields of education and child development.

Contemporary Issues in Learning and Teaching - Margery McMahon -
2010-11-15
Contemporary Issues in Learning and Teaching looks at current issues
across the three key areas of policy, learning and practice. It will help you
to think critically on your Education course, and to make connections
between the processes of learning and the practicalities of teaching. The
book addresses key issues in primary, secondary and special education, and
includes examples from all four countries of the UK. The contributors reflect
on current thinking and policy surrounding learning and teaching, and what
it means to be a teacher today. Looking at the practice of teaching in a
wider context allows you to explore some of the issues you will face, and the
evolving expectations of your role in a policy-led environment. The book
focuses on core areas of debate including: - education across different
contexts and settings - teaching in an inclusive environment - Continuing
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same accessible format. They contain case studies and vignettes providing examples and scenarios for discussion; introduction and summary boxes listing key issues and concepts explored in the chapter; key questions for discussion reflection; and further reading. This essential text will be ideal for undergraduate and postgraduate courses, including BEd/BA degrees, initial teacher-training courses, and Masters in Education programmes. All editors and contributors are based in the Faculty of Education at Glasgow University, UK.

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Contemporary Issues in the Early Years - Gillian Pugh - 2001
Praise for First Edition 'The book has been extensively revised to take account of recent legislation in education, health and social services, and includes a new chapter on children’s rights. It brings together the views of many of the most prominent and well-respected figures in the early years sector' - Nursery World It is now widely accepted that during the first few years of life the foundations are laid for all future development. If children are to reach their full potential, then high quality services are required that meet their needs for education and care, and the needs of their parents for support. Yet it is only very recently that government has recognized the importance of

Childhood Obesity - Noel Cameron - 2005-07-28
The consequences of childhood obesity are serious and far reaching, with both physical and psychological components that add to its complexity. Childhood Obesity: Contemporary Issues provides an up-to-date account of the increase of obesity in children, its causes, and its prevention. The expert editorial panel has chosen contributors with consider

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Early Childhood Education in the United States - Dinah Volk - 2020-04-24
Early Childhood Education in the United States is rife with contradictions, critique and innovation. It is a time when a status quo - characterized by systemic, historic discrimination; teacher de-professionalization; 'teaching
to the test'; and attacks on funding – is challenged by new technologies, new literacies and transformative and critical perspectives and practices that defy assumptions and biases to create cutting-edge, diverse instantiations of Early Childhood Education for children, families, and teachers. This volume, based on a special issue of the Early Years journal written in 2016 before the new administration announced its policies, aims to generate conversations about developments in Early Childhood Education, situated within classist/racist/linguistic and neoliberal contexts, and to analyze critically where we are, where we might go and what we might do. It is also an opportunity to share counter-narratives to the dominant narratives promulgated by many, convinced that narrow, destructive norms of appropriate practice, standards, and accountability, as well as the curtailed achievement of children of Color, those from low income communities, and emergent bilinguals are ‘common sense’. These counter-narratives – some about transformational projects that have generated innovative perspectives and practices, and some detailing critical analyses and projects that go beyond to explore issues of power – contest education that disprivileges some children and families while advocating education that is child- and family-centered, culturally relevant and sustaining, equitable and democratic. Our hope is that this work creates a 'space of dialogue and human action' needed even more urgently today. This book was originally published as a special issue of the Early Years journal.

Contemporary Perspectives on Mathematics in Early Childhood Education - Olivia Saracho - 2008-02-01
This volume provides a comprehensive critical analysis of the research in mathematics education for young children. The researchers who conducted the critical analysis focused on the relationship between (1) mathematics learning in the early years and domain specific approaches to cognitive development, (2) the children's social learning and their developing understanding of math, and (3) the children's learning in a natural context and their understanding of mathematics concepts. The work of these scholars can help guide those researchers who are interested in pursuing studies in early childhood mathematics in a specific area of study. This volume will facilitate the research conducted by both novice and expert researchers. The volume has accomplished its major goals, which consists of critically analyzing important research in a specific area that would be most useful in advancing the field and provide recommendations for both researchers and educators.

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Contemporary Challenges in Teaching Young Children - Gayle Mindes - 2019-09-02
Contemporary Challenges in Teaching Young Children provides both veteran and aspiring early childhood educators with the information and tools they need to build on their understanding of developmentally appropriate practice. Teachers face many challenges, including family configuration, social and political stressors related to accountability requirements, funding shortages, and the resulting need to teach with fewer resources. This innovative book focuses exclusively on problem-solving at the classroom level and fosters creative methods of ensuring best practices are in place for all children, including those with limited experience in formal social settings and a lack of self-regulatory behaviors. Drawing on current research and their own wealth of experience, expert contributors cover topics from the critical importance of social-emotional learning to culturally responsive teaching to using technology to empower teachers and learners. Written in accessible, non-technical language, this book addresses complex factors affecting child development, guiding readers through the best strategies for tackling real problems in their practice.

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Contemporary Perspectives on Research in Creativity in Early Childhood Education - Olivia Saracho - 2012-05-01

Recently, a new understanding of creative thought and creative performance has surfaced. It has also attracted the attention of early childhood professional organizations and researchers. Professional organizations have included it in their publications and conferences. While current creativity researchers have initiated a far more sophisticated understanding of young children’s creative thinking, ways to assess creativity, strategies to promote creativity, and research methodologies. The purpose of this volume is to present a wide range of different theories and areas in the study of creativity to help researchers and theorists work toward the development of different perspectives on creativity with young children. It focuses on critical analyses and reviews of the literature on topics related to creativity research, development, theories, and practices. It will serve as a reference for early childhood education researchers, scholars, academics, general educators, teacher educators, teachers, graduate students, and scientists to stimulate further “dialogue” on ways to enhance creativity. The chapters are of high quality and provide scholarly analyses of research studies that capture the full range of approaches to the study of creativity --- behavioral, clinical, cognitive, cross-cultural, developmental, educational, genetic, organizational, psychoanalytic, psychometric, and social. Interdisciplinary research is also included, as is research within specific domains such as art and science, as well as on critical issues (e.g., aesthetics, genius, imagery, imagination, insight, intuition, metaphor, play, problem finding and solving). Thus, it offers critical analyses on reviews of research in a form that are useful to early childhood researchers, scholars, educators, and graduate students. It also places the current research in its historical context. The volume is also of interest to the general readers who are interested in the young children’s creativity. The chapters are authored by established scholars in the field of young children’s creativity.

Critical Issues in Early Childhood Teacher Education - Ithel Jones - 2012-05-01

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In recent years there have been significant changes in education across the globe, largely as a result of changing demographics, technological developments, and increased globalization. Relatedly, the changing needs of societies and families, along with new research findings, provide new directions in early childhood education. Consequently, early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential. Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions. It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers.

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Contemporary Perspectives and Research on Early Childhood Education - 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.

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**Critical Issues In Early Childhood Education** - Yelland, Nicola - 2005-04-01
What are some of the long held beliefs in early childhood education that need to be challenged? What can postmodern perspectives offer to early childhood educators? How can early childhood educators deal with the complex issues that arise in the lives of young children? This book examines critical issues in early childhood education across a broad range of contexts. The issues explored are critical not only in terms of being fundamental to early childhood education, but also in that they present ideas and use frameworks which are not traditional to the field. The topics under review include questioning the developmental basis of early childhood education and the notion of what constitutes child-centred curricula, and extends into a discussion of the complex nature of teacher’s work in early childhood contexts which require new ways of reconceptualising the field and the role of the teacher in the lives of children.; The chapters explore contemporary issues using methodologies that are increasingly being favoured by teacher educators, parents and community members who find that developmental perspectives do not satisfactorily explain and assist us in our interactions with young children and their families in the 21st century.

This book provides an up-to-date account of relevant early childhood policy and practice in five Chinese societies: the People’s Republic of China or Mainland China, Hong Kong, Macao, Singapore, and Taiwan. It analyses how traditional Chinese values, Eastern and Western curricular approaches, and socio-political, economic, cultural and demographic changes influence current policies, services and practice. It addresses responses to global concerns about the excluded and disadvantaged, and about quality, and explains lessons from and for Chinese early childhood education. This book is the first English-language research-based review of early childhood education and the factors that affect it in different Chinese societies. It is particularly timely given the increased recognition of the importance of early childhood education for human capital development globally, and the international interest in understanding early education in Chinese societies.

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**Perspectives on Early Childhood Education** - Katherine M. Hirst - 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.

**Beginning Essentials in Early Childhood Education** - Ann Miles Gordon - 2015-01-06
BEGINNING ESSENTIALS IN EARLY CHILDHOOD EDUCATION, Third Edition, is a streamlined foundations textbook that introduces early childhood students to the field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is the teacher? and What is being taught? The four sections address the essentials of early childhood education, emphasizing multiculturalism and developmentally appropriate practice. New to this edition, “Teacher Talk” boxes are first-person accounts from teachers who reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, “Brain Research” boxes showcase some of the most important aspects of brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards, diversity, DAP, professionalism, and ethics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Reflecting the work of the National Children’s Bureau, this book focuses on working with young children, examining the interplay between policy, research and practice. Its central themes are equality of opportunity for all children and access to good quality services to meet their individual needs.

Bringing together scholarship and examples from practice, this book explores ways in which early childhood curriculum – including classroom practices and community contexts – can more actively engage with a range of social justice issues, democratic principles and anti-oppressive practices. Featuring a stellar list of expert contributors, the chapters in this volume...
present a cross-section of contemporary issues in childhood education. The text highlights the voices of children, teachers and families as they reflect on everyday experiences related to issues of social justice, inclusion and oppression, as well as ways young children and their teachers engage in activism. Chapters explore curriculum and programs that address justice issues, particularly educating for democracy, and culminate in a focus on the future, offering examples of resistance and visions of hope and possibility. Designed for practitioners, graduate students and researchers in early childhood, this book challenges readers to explore the ways in which early childhood education is—and can be—engaging with social justice and democratic practices.


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**'Be Realistic, Demand the Impossible’** - Helen Penn - 2018-08-20

An astute exploration of the complexities of working and learning in the field of Early Childhood Education and Care, Professor Helen Penn tells of her experiences of working as a teacher, social worker, campaigner, researcher and writer, and so reflects on the perennial and complex issues which shape this expanding field. Mapping the author’s career from the mid-sixties onward, ‘Be Realistic, Demand the Impossible’ is a tribute to the progress that has been made in Early Childhood Education and Care over the past seventy years, and is a celebration of those who have acted on their principles to articulate and remedy hidden suffering. A first-hand commentary on adult-child relations, poverty, working with families, and engaging with democracy and inequality, Penn’s narrative reconstructs her past, and in doing so, produces a social history, which records the various shifts in policy and public attitudes which she has witnessed. The author recognizes the collective effort and teamwork of working within organisations but also the constraints and the tensions such organizations can create. She comments on the wider political system, and assesses the particular pattern of educational inequality and oppression which afflicts the UK. One of the most well-known and respected figures in her field, Penn provides a unique perspective on change and provides a framework for understanding, assessing and working within the field of Early Childhood Education and Care. Insightful and frank, witty and funny, this book will be a valuable read for students, academics, researchers and practitioners involved in Early Childhood Education and Care.
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**Neoliberalism and Early Childhood Education** - Guy Roberts-Holmes - 2021-04-28

Neoliberalism, with its worldview of competition, choice and calculation, its economisation of everything, and its will to govern has ‘sunk its roots deep’ into Early Childhood Education and Care. This book considers its deeply detrimental impacts upon young children, families, settings and the workforce. Through an exploration of possibilities for resistance and refusal, and reflection on the significance of the coronavirus pandemic, Roberts-Holmes and Moss provide hope that neoliberalism’s current hegemony can be successfully contested. The book provides a critical introduction to neoliberalism and three closely related and influential concepts – Human Capital theory, Public Choice theory and New Public Management – as well as an overview of the impact of neoliberalism on compulsory education, in particular through the Global Education Reform Movement. With its main focus on Early Childhood Education and Care, this book argues that while neoliberalism is a very powerful force, it is ‘deeply problematic, eminently resistible and eventually replaceable’ – and that there are indeed alternatives. Neoliberalism and Early Childhood Education is an insightful supplement to the studies of students and researchers in Early Childhood Education and Sociology of Education, and is also highly relevant to policy makers.

**Contemporary Perspectives on Research on Bullying and Victimization in Early Childhood Education** - Olivia Saracho - 2016-09-01

While the research on bullying and peer victimization has increased considerably over the past 20 years, a number of studies are emerging that document mixed results of bullying and prevention programs. During the last decades, several special issues devoted to research on bullying and victimization have been published in national and international scholarly journals. Based on the increase of published articles on bullying and victimization in journals, textbooks, government reports, and documents in professional organizations, it is timely for a special volume on research on bullying and victimization to appear in the series on Contemporary Perspectives in Early Childhood Education. The purpose of this volume is to share a collection of research strands on bullying and victimization of young children. It describes the historical roots and suggests anti-bullying programs and strategies to decrease bullying and victimization. The bullying and victimization volume can be a valuable tool to researchers who are conducting studies in that area. It focuses on important historical and contemporary issues on bullying and victimization in early childhood education (ages 0 to 8) to provide the information necessary to make judgments about these issues. It also motivates and guides researchers to explore gaps on research on bullying and victimization.
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Contemporary Perspectives on Science and Technology in Early Childhood Education - Olivia Saracho - 2008-01-01
For decades, politicians, businessmen and other leaders have been concerned with the quality of education, including early childhood education, in the United States. While more than 50% of the children between the ages of three and five are enrolled in preschool and kindergarten programs in the United States, no state, federal, or national standards exist for science or technology education in preschool or kindergarten programs. Knowledge about science and technology is an important requirement for all in contemporary society. An increasing number of professions require the use of scientific concepts and technological skills and society as a whole depends on scientific knowledge. Scientific and technological knowledge should be a part of every individual’s education. There are many ways to enhance young children’s scientific thinking and problem-solving skills as well as their technological abilities. The purpose of this volume is to present a critical analysis of reviews of research on science and technology education in early childhood education. The first part of the volume includes contributions by leading scholars in science, while the second part includes contributions by leading scholars in technology.

Early Childhood Education - Suzanne L. Krogh - 2010-10-04
In an accessible and meaningful way, Early Childhood Education examines foundational topics that encourage early childhood education students to think, reflect, and develop opinions, theories, and philosophies about their field. This interactive book invites the reader to develop a personal philosophy of early childhood education and an identity as an early educator, in order to build a sufficient foundation for continual growth as a teacher. Divided into three sections that deal with the past, present, and future, Early Childhood Education asks the reader to think about important ideas underlying and encompassing today’s early childhood education. First providing historical and philosophical perspectives of the field, authors Krogh and Slentz then look at careers in early education and what it’s like to be a teacher or caregiver today, compare and contrast contemporary models of early childhood education, and examine cultural and individual differences that confront and challenge teachers. Finally, the book looks to
the future of the field and discusses debates of current issues. The newly updated edition includes the most contemporary issues in the field since the first edition and integrates further discussion of diversity and children with special needs throughout the entire book. Special Features: End of chapter questions invite readers to develop an ongoing philosophy of teaching and learning. "Extending your Learning" activities provide opportunities for further discussion and debate. Glossary and Internet Resources offer important tools for the early childhood education student.

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**Early Childhood and Neuroscience** - Mine Conkbayir - 2017-01-12
Highly Commended: Nursery World Awards 2017 Professional Book of the Year Early Childhood and Neuroscience is a practical guide to understanding the complex and challenging subject of neuroscience and its use (and misapplication) in early childhood policy and practice. The author begins by introducing the definition and history of neuroscience. The reader is then led through structured chapters discussing questions such as: Why should practitioners know about neuroscience? How can neuroscience help practitioners better provide for babies and children? and Is it relevant? Topics covered include the nature vs. nurture debate through the lens of neuroscience, epigenetics, the first 1001 days and a discussion on just how critical the first three years of life are to healthy brain development. The book provides a balanced overview of the debates by weaving discussion on the opportunities of using neuroscience in early childhood practice with examination of the limitations and ethical implications throughout the chapters. This enables students to inform their own opinions about the discipline and its use in their future practice. Clear explanations of the main terms and theories are complemented with illustrative case studies of cutting-edge research from around the world, a glossary of key terms and suggestions for further reading. Reflective discussion questions give students the chance to apply their theoretical knowledge to real-world contexts. These features encourage and support independent critical thinking, helping students to reflect on, evaluate and analyse a range of ideas, research findings and applications for their own future early childhood practice. Early Childhood and Neuroscience is essential reading for lecturers, undergraduate and postgraduate students in the field as well as for the new practitioner.
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**Constructing and Reconstructing Childhood** - Allison James - 2003-09-02
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**Contemporary Perspectives on Socialization and Social Development in Early Childhood Education** - Olivia Saracho - 2007-05-01
The purpose of this volume is to present a selection of chapters that reflect current issues relating to children’s socialization processes that help them become successful members of their society. From birth children are unique in their rates of growth and development, including the development of their social awareness and their ability to interact socially. They interpret social events based on their developing life style and environmental experiences. The children’s socialization is influenced by several important social forces including the family and its organization, their peer group, and the significant others in their lives. In “Theories of Socialization and Social Development,” Olivia Saracho and Bernard Spodek describe the children’s socialization forces and the different developmental theories that have influenced our understanding of the socialization process. These include maturationist theory (developed by Arnold Gesell), constructivist theories (developed by such theorists as Jean Piaget, Lev S. Vygotsky, and Jerome Bruner), psychodynamic theories (developed by such theorists as Sigmund Freud, Erik Erikson, Harry Stack Sullivan, and Alfred Adler), and ecological theory (developed by Urie Bronfenbrenner). Each theory provides interpretations of the meaning of the children’s social development and describes the different characteristics for each age group in the developmental sequences.

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**Supporting Children’s Well-Being During Early Childhood Transition to School** - Tatalović Vorkapić, Sanja - 2020-10-23
Life transitions differ concerning the intensity of the change and the intensity of the child’s reaction to that change. For most children, the first and most significant transition is from the family home to an institution of early care and education, which includes preschool. These transitions can also include children’s passage from kindergarten to elementary school.
However, the intensity of the child's reaction is related to the size of the change that is happening and also to who or what is involved in that change and the importance a child attributes to that someone or something.

Supporting Children’s Well-Being During Early Childhood Transition to School is an essential scholarly publication that examines evidence-based practices and approaches that fully support a child’s well-being during transition periods in early childhood. It serves as a resource to rethink contemporary transition theoretical models, research studies, and applied practices. Featuring a wide range of topics such as emotional competency, language learners, and professional development, this book is ideal for academicians, psychologists, early childhood educators, daycare centers, curriculum designers, policymakers, researchers, education professionals, and students.

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Contemporary Issues in Early Childhood Education and Care - Nóirín Hayes (editor) - 2006

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Children Crossing Borders - Joseph Tobin - 2013-10-31
In many school districts in America, the majority of students in preschools are children of recent immigrants. For both immigrant families and educators, the changing composition of preschool classes presents new and sometimes divisive questions about educational instruction, cultural norms and academic priorities. Drawing from an innovative study of preschools across the nation, Children Crossing Borders provides the first systematic comparison of the beliefs and perspectives of immigrant parents and the preschool teachers to whom they entrust their children. Children Crossing Borders presents valuable evidence from the U.S. portion of a landmark five-country study on the intersection of early education and immigration. The volume shows that immigrant parents and early childhood educators often have differing notions of what should happen in preschool. Most immigrant parents want preschool teachers to teach English, prepare their children academically, and help them adjust to life in the United States. Many said it was unrealistic to expect a preschool to play a major role in helping children retain their cultural and religious values. The authors examine the different ways that language and cultural differences prevent immigrant parents and school administrations from working together to achieve educational goals. For their part, many early education teachers who work with immigrant children find themselves caught between two core beliefs: on one hand, the desire to be culturally sensitive and responsive to parents, and on the other hand adhering to their core professional codes of best practice. While immigrant parents generally prefer traditional methods of academic instruction, many teachers use play-based curricula that give children opportunities to be creative and construct their own knowledge. Worryingly, most preschool teachers say they have received little to no training in working with immigrant children who are still learning English. For most young children of recent immigrants, preschools are the first and most profound context in which they confront the conflicts between their home culture and the United States. Policymakers and educators, however, are still struggling with how best to serve these children and their parents. Children Crossing Borders provides valuable research on these questions, and on the ways schools can effectively and sensitively incorporate new immigrants into the social fabric.
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This international handbook gives a comprehensive overview of findings from longstanding and contemporary research, theory, and practices in early childhood education in the Northern and Southern hemispheres. The first volume of the handbook addresses theory, methodology, and the research activities and research needs of particular regions. The second volume examines in detail innovations and longstanding programs, curriculum and assessment, and conceptions and research into child, family and communities. The two volumes of this handbook address the current theory, methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices. By paying special attention to what is happening in the larger world contexts, the volumes provide a representative overview of early childhood education practices and research, and redress the current North-South imbalance of published work on the subject.

This is an interesting, comprehensive and up-to-date book, which will be useful not just for students, but for experienced practitioners who want to gain a broader, more strategic understanding of the development of early childhood services' - Early Years Update

International Handbook of Early Childhood Education - Marilyn Fleer - 2017-10-10

This international handbook gives a comprehensive overview of findings from longstanding and contemporary research, theory, and practices in early childhood education in the Northern and Southern hemispheres. The first volume of the handbook addresses theory, methodology, and the research activities and research needs of particular regions. The second volume examines in detail innovations and longstanding programs, curriculum and assessment, and conceptions and research into child, family and communities. The two volumes of this handbook address the current theory, methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices. By paying special attention to what is happening in the larger world contexts, the volumes provide a representative overview of early childhood education practices and research, and redress the current North-South imbalance of published work on the subject.

An Introduction to Early Childhood - Tim Waller - 2009-02-18

This is a stimulating, well-structured book with excellent references to further relevant research. I am
confident students will find this a meaningful key text in their study of early childhood, early years leadership and every aspect of early years education and practice' - Denise Corfield, Edge Hill University

Covering the major themes of early childhood education and care, this new edition of a popular book has been updated to cover recent developments in the early years field. Linking theory and practice, it covers Early Years Professional Status (EYPS), the National Professional Qualification for Integrated Centre Leadership (NPQICL) and the new Early Years Foundation Stage (EYFS). Where appropriate, account is taken of the regional differences between policy and practice in England, Scotland, Ireland and Wales. Chapters look at: children's rights; protecting and safeguarding children; inclusive practice for children with special educational needs; collaborative practice across education, health and social work; child health; appropriate ways to study and gain knowledge of children; theories of modern childhood; children's learning; and international perspectives. There are 5 entirely new chapters on: - working with families - children's well-being - outdoor play and learning - understanding diversity - workforce development and professionalism. With lots of helpful features such as chapter objectives, questions for reflection and discussion and recommended further reading, this new edition also includes: - extra case studies - useful websites - a glossary of key terms. Essential reading for students new to Early Childhood Studies, this book will be a useful source of references and further reading throughout any early years degree programme.

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