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Perspectives Early Childhood Education

Olivia Saracho



Perspectives Early Childhood Education:

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 Multiple Perspectives on

Play in Early Childhood Education Olivia N. Saracho, Bernard Spodek, 1998-01-15 Play has been part of early childhood programs since the initial kindergarten developed by Friedrich Froebel more than one hundred and fifty years ago While research shows that most teachers value children's play they often do not know how to guide that play to make it more educational Too often in reflecting the value of child initiated activities teachers set the stage for children's play observe it but hesitate to intervene in that play They may fear that to intervene is to create a developmentally inappropriate set of educational practices However the lack of intervention may limit the educational outcomes of play Meanwhile a large body of research exists on different forms of children's play in educational settings that could inform teachers of young children and help them to improve their practice and support more educational play Saracho and Spodek bring together much of that research in an accessible volume for early childhood teachers and teacher educators International Perspectives On Early

Childhood Education And Care Georgeson, Jan, Payler, Jane, 2013-02-01 There is a growing interest in understanding how early years care and education is organised and experienced internationally and many early years courses from foundation degree and beyond include an International Perspectives module **The SAGE Encyclopedia of Contemporary Early Childhood Education** Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with

young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

Contemporary Perspectives on Research on Child Care in Early Childhood Education Olivia Saracho, 2021-04-01 Child care environments have received extensive research attention by those interested in understanding how participating in nonparental child care might influence the children's development and learning Throughout the United States US Census Bureau 2011 and Europe Organization for Economic Cooperation and Development 2006 a large number of young children are cared for outside of the home by non parental adults Young children's nonparental care is commonly referred to as child care and is provided to children whose ages range from birth to 12 years of age The provision of child care services has become an increasingly important part of early childhood education In fact the United Nations Children's Fund 2019 states that a large majority of children worldwide spend at least some of their week in child care such arrangements include center care family child care in home child care relative child care and supplemental child care Child care researchers have been conducting studies to understand how participating in nonparental child care might influence the children's development and learning outcomes There are more than enough child care studies to make numerous major inferences For example research outcomes show that child care quality seems to be more influential than either the kind of child care or age of admission in determining the children's development and learning The adults child care affects the quality in child care In the environment adults who are caring for the children have the opportunity to effectively assume both nurturing and instructional roles to help young children cultivate their social and cognitive abilities The teachers effectiveness is related to their individual characteristics such as formal education specialized training and the classroom environment However the majority of the studies show that both family and quality of child care have the most significant effects on the children's development and learning Therefore the concept of child care has heavily influenced modern views Researchers scholars and educators are beginning to understand the current foundations based on theoretical frameworks that contribute to the purposes of the child care in the United States and Europe The contents of the child care volume reflect the major shifts in the views of these early childhood researchers scholars and educators in relation to research outcomes on child care its historical roots the role of child care in early childhood education and its relationship to theory research 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

Contemporary Perspectives on Mathematics in Early Childhood Education Olivia Saracho, Bernard Spodek, 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 Early Childhood Education N. Amanda Branscombe, Anne G. Dorsey, 2000 Serving as an orientation to early childhood education ECE for ages 0 8 this text s constructivist approach to learning encourages active involvement by asking students to observe question reflect research and analyze what early childhood educators do and why they do it

Children's Play and Development Ivy Schousboe, Ditte Winther-Lindqvist, 2013-06-20 This book provides new theoretical insights to our understanding of play as a cultural activity All chapters address play and playful activities from a cultural historical theoretical approach by re addressing central claims and concepts in the theory and providing new models and understandings of the phenomenon of play within the framework of cultural historical theory Empirical studies cover a wide range of institutional settings preschool school home leisure time and in various social relations with peers professionals and parents in different parts of the world Europe Australia South America and North America Common to all chapters is a goal of throwing new light on the phenomenon of playing within a theoretical framework of cultural historical theory Play as a cultural collective social personal pedagogical and contextual activity is addressed with reference to central concepts in relation to development and learning Concepts and phenomena related to ZPD the imaginary situation rules language play collective imagining spheres of realities of play virtual realities social identity and pedagogical environments are presented and discussed in order to bring the cultural historical theoretical approach into play with contemporary historical issues Essential as a must read to any scholar and student engaged with understanding play in relation to human development cultural historical theory and early childhood education **Contemporary Perspectives on Play in Early**

Childhood Education Olivia Saracho, Bernard Spodek, 2003-02-01 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 *Handbook of International Perspectives on Early Childhood Education* Jaipaul L. Roopnarine, James E. Johnson, Suzanne Flannery Quinn, Michael M. Patte, 2018-02-21 The Handbook of International Perspectives on Early Childhood Education provides a groundbreaking compilation of research from an interdisciplinary group of distinguished experts in early childhood education ECE child development cultural and cross cultural research in the psychological sciences etc The chapters provide current overviews of ECE in Latin America and the Caribbean the Middle East Asia Australia Africa Europe the US and Canada and convey how ECE is multi sectorial multi cultural and multi disciplinary undergirded by such disciplines as neuroscience psychological anthropology cross cultural human development childhood studies and political science Psychological Perspectives on Early Childhood Education Susan L. Golbeck, 2001-03-01 The field of early childhood education and the science of psychology have a long and closely intertwined history The study of young children s learning within school contexts provides a test of developmental theory while at the same time identifies the limits of psychology for informing practice The purpose of this book part of the Rutgers Invitational Symposium on Education Series is to bring together the work of the leading researchers in the field of child development and early education to inform three issues facing the United States today clarifying developmentally appropriate instruction from the perspective of cognitive developmental psychology ensuring that young children s schooling adequately addresses content and meeting cognitive goals while simultaneously supporting social and emotional development Throughout the role of empirical inquiry in developmental psychology for the practice of early education is examined **Perspectives on Early Childhood Education** David Elkind, 1991 The introductory chapter in this book provides a historical overview of the family and schools in the premodern modern and postmodern eras in the United States The introduction also reviews the contributions of several important figures in early childhood education and suggests that the battle in early childhood education in the

postmodern world will be between the need to be economically competitive and humanitarian needs The other 24 chapters in the book address this issue and reiterate the underlying theme that the social need for adequate funding training and staffing for early childhood education must be given high priority by government and industry Specific topics include 1 physical and health education 2 counseling 3 teacher education 4 family education and family support 5 school readiness 6 literacy education 7 art education 8 the national education goals 9 migrant children 10 child care for black children 11 mathematics learning and 12 science education Twenty three of the articles were written by representatives of various organizations concerned about early childhood education Bibliographies or reference lists are appended to individual chapters BC

Early Childhood Education in the United States Dinah Volk,Liz Brooker,Pamela Oberhuemer,Rod

Parker-Rees,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

Inside Role-Play in Early Childhood Education Sue Rogers,Julie Evans,2008-01-18 Chapter Introduction chapter 1 Four year olds in school Play policy and pedagogy chapter 2 Perspectives on role play in early childhood chapter 3 Researching young children s perspectives A multi method approach chapter 4 Teachers perspectives on role play chapter 5 Exploring role play from the children s perspective chapter 6 Playing with space place and gender chapter 7 Rethinking role play in reception classes

International Perspectives in the Early Years Linda Miller,Claire Cameron,2013-12-05 This informative and wide ranging book argues persuasively for the value of multiple perspectives both international and disciplinary in the study and practice of early childhood education because they feed our imaginations and provoke us to think And while illustrating the

many differences that exist between countries it highlights the shared issues confronting us wherever we live Emeritus Professor Peter Moss Institute of Education University of London Stemming from original research in the field a range of expert contributors explore the key themes and debates surrounding international perspectives on Early Childhood Education and Care ECEC Drawing on studies carried out in Norway Mexico France Hungary and many more countries the book covers a wide range of topics including the relationship between early childhood and primary education gender and play in ECEC curriculum inclusion early interventions working with families place based learning With case studies detailed suggestions for further reading at different levels and discussion points this is a key text for students of Early Years at all levels from Foundation Degree to Masters as well as current early years practitioners Linda Miller is Professor Emeritus of Early Years The Open University Claire Cameron is Senior Reader in Education at the Thomas Coram Research Unit Institute of Education University of London

Contemporary Perspectives On Early Childhood Education Yelland, Nicola, 2010-03-01 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

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

Early Childhood Education and Care Sheila B. Kamerman, 2001

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