

Rethinking Attachment for Early Childhood Practice



Promoting security, autonomy
and resilience in young children

Sharne Rolfe

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Degotardi, Sheila, Pearson, Emma



Rethinking Attachment For Early Childhood Practice:

Rethinking Attachment for Early Childhood Practice Sharne A. Rolfe, 2004 An examination of the ways in which an understanding of attachment informs good early childhood practice **Rethinking Attachment for Early Childhood Practice** Sharne A Rolfe, 2020-08-05 Sharne Rolfe brings an excellent discussion of attachment principles research and applications to an exceedingly important topic the relationships between child care teachers providers and young children It is a important resource for the current and next generation of early childhood professionals and researchers and it will be a key resource for the growing international discussion about child care teacher provider and child relationships Helen H Raikes PhD The Gallup Organization and Society for Research in Child Development Consultant Administration for Children and Families USA a timely synthesis of current knowledge concerning attachment and its implications for contemporary practice highly relevant for use in college and university early childhood programs and a valuable resource for directors and staff in children s services Alan Hayes Professor of Early Childhood Studies Macquarie University particularly valuable in highlighting the crucial importance of taking a relationship based approach when working with young children Pam Linke Manager Centre for Parenting Child and Youth Health South Australia This accessible and lively exploration of the importance of attachment for infants young children and their parents should be essential reading for all professional caregivers and for policy makers concerned with the mental health and well being of our future generation Ruth Schmidt Neven Director Centre for Child and Family Development In heated debates about whether childcare damages young children attachment theory has been seen as anti childcare Rolfe rethinks this perception demonstrating instead that understanding attachment is essential to good childcare practice Rethinking Attachment offers a thorough explanation of attachment theory and explains how security autonomy and resilience in young children can be promoted in childcare settings through a sound understanding of attachment principles With examples drawn from practice Rolfe examines the relationships between children and their carers between parents and carers and between carers themselves She also shows how secure attachment relationships with parents and carers influence transitions to childcare preschool and school

Childhood Practice Mike Carroll, Mary Wingrave, 2023-04-05 This comprehensive guide to the core areas of early learning and childcare is designed to equip students to synthesise theory research and practice to become reflective evidence based practitioners Featuring a diverse and experienced team of authors this essential book covers policy theories of childhood professional development and urgent issues impacting the sector today such as diversity and inclusion being trauma aware and children s rights Each chapter includes case studies key ideas views from practice questions and more helping to bring topics to life making this a rich resource that will support your studies Dr Mike Carroll is a retired Senior Lecturer currently working as an Associate Tutor in Education at the University of Glasgow Education Consultant and the co author of *Understanding Teaching and Learning in Primary Education* 2018 Mary Wingrave is a Senior Associate Tutor and was

formerly a Senior Lecture in Education at the University of Glasgow

Research and Practice in Infant and Early

Childhood Mental Health Cory Shulman, 2016-06-02 This book examines infant and early childhood mental health and the importance of early emotional and social development for later developmental trajectories. It incorporates research and clinical perspectives and brings research findings to bear in evaluating intervention strategies. By incorporating empirical developmental literature that is directly relevant to infant mental health and clinical practice, the book addresses the multiple forces which shape young children's mental health. These forces include child factors, parental and familial variables, childrearing practices and environmental influences. In addition, the book explores parent-child relationships, family networks and social supports as protective factors as well as risk factors such as poverty, exposure to violence and substance abuse which influence and change developmental processes. It shows that by examining socio-emotional development in a cultural context, human development in the twenty-first century can be conceptualized through differences, similarities and diversity perspectives focusing on the rights of every individual child. *EBOOK: Doing Early Childhood Research* Glenda Mac

Naughton, Sharne Rolfe, Iram Siraj-Blatchford, 2010-06-16 It is rare for any research methodology book to cover so much ground and contain so many different kinds of resources between two covers. *Journal of Education for Teaching* As a guide for new and inexperienced researchers, it is second to none. *British Journal of Educational Studies* *Doing Early Childhood Research* demystifies the research process. An international team of experienced researchers shows how to select methods which are appropriate for working with young children in early childhood settings or at home. They provide a thorough introduction to the most common research methods used in the early childhood context. Reflecting the multidisciplinary nature of much early childhood research, they cover a wide range of conventional and newer methods including observation, small surveys, interviews with adults and children, action research, ethnography and quasi-experimental approaches. They explain clearly how to set up research projects which are theoretically grounded, well designed, rigorously analysed, feasible and ethically based. Each chapter is illustrated with examples. Widely used by early childhood researchers in many countries, this second edition of *Doing Early Childhood Research* has been fully revised. It includes new chapters on beginning research, mixed methods research, interviewing children and working with Indigenous children and also new case study chapters. It is essential reading for novice, initial career and experienced researchers. Contributors: Maria Assun o Folque, Sue Atkinson, Lopez Mindy, Blaise Liane Brow, Margaret Coady, Audrey D Souza, Juma Anne, Edwards Sue Emmett, Susan Grieshaber, Linda Harrison, Alan Hayes, Patrick Hughes, Glenda Mac Naughton, Karen Martin, Sharne A Rolfe, Iram Siraj, Blatchford John Siraj, Blatchford Louise Taylor, Teresa Vasconcelos. **Programming and Planning in Early Childhood Settings** Leonie

Arthur, Bronwyn Beecher, Elizabeth Death, Susan Dockett, Sue Farmer, 2017-08-07 *Programming and Planning in Early Childhood Settings* explores a range of approaches to curriculum and to documenting children's learning in early childhood settings. This valuable resource for early childhood education students and practitioners provides a broad view of the concepts and

issues in early childhood curriculum Chapters reflect ongoing discussions about what is meant by the terms planning and programming in the context of early childhood what is authentic curriculum for young children and effective teaching strategies to extend young children s learning The strong focus on sociocultural theories of learning promotes awareness of children s diverse experiences competencies and learning styles and helps readers recognise the need for collaborative partnerships between educators children and families in order to develop appropriate programs Thoroughly revised and updated this new edition shows how chapters of the text are relevant to the Australian Professional Standards for teachers and highlights connections to the school based context Numerous real life examples reflections articles and case studies assist students to understand a variety of educational theories philosophies and frameworks Throughout the book there is a focus on the processes of reflection evaluation and ongoing improvement

Developing Professional Practice in the Early Years Shirley Allen, Mary Whalley, Maureen Lee, Angela Scollan, 2019-10-14 Developing Professional Practice in the Early Years encourages the reader to critically consider key aspects of early childhood education and care The book is a valuable and accessible tool for those on professional pathways to Qualified Teacher Status QTS or Early Years Teacher Status EYTS or those engaged in Early Childhood Studies programmes or similar degree programmes courses relating to early years practice This book will also be of interest to those engaged in continuous professional development CPD programmes The book recognises the important contribution that early years education and care can make to children s future outcomes It can be read in depth or dipped into when need arises Each chapter will help the reader to engage with challenging concepts and ideas which underpin early childhood policy and practice Strong practical elements to the book aim to support the application of learning to high quality practice with young children The generic term early childhood professional is used throughout the book to encompass the diversity of roles within early childhood practice The book aims to support the reader to critically consider the complexity of being professional in contemporary early childhood practice by providing a strong theoretical and practice based framework of the role and context of the early childhood professional Key features of the book include Reflective tasks to support critical thinking about key aspects of professional practice Case studies to enable the reader to learn from stories and situations about real professionals and their practice Positive Practice Impact PPI boxes to provide specific examples of good professional practice in early childhood Each chapter of this essential text concludes by signposting further reading book chapters journal articles websites to build greater depth of knowledge and extend the reader s understanding of early childhood theory and practice

Encyclopedia of Emotion Gretchen M. Reeve, 2010-09-07 This unique two volume reference is an accessible up to date resource for the rich and fascinating study of human emotion Drawing on both contemporary and classic research Encyclopedia of Emotion explores the complex realities of our emotional lives and communicates what psychologists have learned about them to date in a clear and captivating way The landmark work bridges the divide within psychology as a discipline between basic and applied science gathering

together in one comprehensive resource both theoretical and clinical perspectives on this important subject In two volumes Encyclopedia of Emotion offers more than 400 alphabetically organized entries on a broad range of topics including the neurological foundations of emotional function competing theories of emotion multicultural perspectives on emotions emotional disorders their diagnosis and treatment and profiles of important organizations and key figures who have shaped our understanding of how and why we feel the way we do **Enduring Bonds** Mary Renck Jalongo,2008 Young children are social beings In this volume a group of distinguished authors examine an array of interpersonal relationships that are formative in shaping childhood relationships that affect the child today and influence the adult tomorrow **Handbook of Foster Youth** Elizabeth Trejos-Castillo,Nancy Trevino-Schafer,2018-03-22 Currently there are over 400 000 youth living in foster care in the United States with over 20 000 aging out of the child welfare system each year Foster youth are more prone to experience short and long term adverse developmental outcomes including diminished academic achievement and career opportunities poor mental and overall health financial struggles homelessness early sexual intercourse and substance abuse many of these outcomes are risk factors for involvement in the juvenile justice system Despite their challenges foster youth have numerous strengths and positive assets that carry them through their journeys helping them to overcome obstacles and build resilience The Handbook of Foster Youth brings together a prominent group of multidisciplinary experts to provide nuanced insights on the complex dynamics of the foster care system its impact on youth s lives and the roles of institutions and policies in the foster system It discusses current gaps and future directions as well as recommendations to advance the field This book provides an opportunity to reflect on the many challenges and strengths of foster youth and the child welfare system and the combined efforts of caregivers community volunteers policy makers and the professionals and researchers who work with them Assessment and Data Systems in Early Childhood Settings Claire McLachlan,Tara McLaughlin,Sue Cherrington,Karyn Aspden,2023-01-01 This book describes the use of data systems in early childhood settings birth to eight years for the purposes of assessment evaluation and curriculum planning It presents an international collection of research examining ways in which teachers and researchers have revisited notions of what constitutes effective assessment revised ways in which they assess children s learning and development and use the knowledge gained for curriculum planning It offers insights into contemporary research on how teachers and children are engaging with data systems as part of effective assessment and how these approaches influence practice This book presents recent theorizing and examples of research which have investigated innovative approaches to assessment using data systems in early years settings It represents both early childhood and junior primary contexts and includes research which focusses on teachers perspectives and reflections on use of data systems It also examines research which reflects on what children gain from being involved in these data systems **Perspectives on Transitions in Schooling and Instructional Practice** Susan E. Elliott-Johns,Daniel H. Jarvis,2013-12-06 Perspectives on Transitions in Schooling and Instructional Practice examines

student transitions between major levels of schooling teacher transitions in instructional practice and the intersection of these two significant themes in education research Twenty six leading international experts offer meaningful insights on current pedagogical practices obstacles to effective transitions and proven strategies for stakeholders involved in supporting students in transition The book is divided into four sections representing the four main transitions in formal schooling Early Years Home Pre school and Kindergarten to Early Elementary Grades 1 3 Early Elementary to Late Elementary Grades 4 8 Late Elementary to Secondary Grades 9 12 and Secondary to Post Secondary College and University A coda draws together over arching themes from throughout the text to provide recommendations and a visual model that captures their interactions Combining theoretical approaches with practical examples of school based initiatives this book will appeal to those involved in supporting either the student experience both academically and emotionally or teacher professional learning and growth

Core Principles of Assessment and Therapeutic Communication with Children, Parents and Families Ruth Schmidt Neven, 2010-06-10 Informed by a psychodynamic perspective this book provides an integrated approach to working with children parents and families that can be applied by all professionals in a variety of settings

Doing Early Childhood Research Mac Naughton, Glenda, Rolfe, Sharne, Siraj-Blatchford, Iram, 2010-07-01 This book demystifies the research process and shows how to select methods which are appropriate for working with young children in early childhood settings or at home

Theorizing Feminist Ethics of Care in Early Childhood Practice Rachel Langford, 2019-06-13 This open access book responds to a growing academic interest in theorizing care and care work in the early childhood education and care ECEC sector The contributors theorize a new feminist ethics of care in everyday early childhood practice revealing its complexities and importance Drawing on feminist theories and philosophies the chapter authors show how the caring practices of early childhood educators involve values emotions decision making action and work Using cutting edge theory authors address the social locations and the inclusion and exclusion of both care givers and care receivers With contributions from Belgium Canada New Zealand the UK and the USA the volume brings together early childhood studies sociology psychology philosophy and critical disability studies to offer diverse perspectives on feminist ethics of care in early childhood practice and its possibilities and dangers The ebook editions of this book are available open access under a CC BY NC ND 3 0 licence on bloomsburycollections com

The Relationship Worlds Of Infants And Toddlers: Multiple Perspectives From Early Years Theory And Practice Degotardi, Sheila, Pearson, Emma, 2014-10-01 Taking as its starting point that young children learn and develop in a network of relationships this book emphasises that each relationship has its own specific features functions and learning teaching affordances Thompson 2005

Early Childhood Intervention Hanan Sukkar, Carl Dunst, Jane Kirkby, 2016-12-01 Early childhood is considered a critical but often vulnerable period in a child s development where early identification and intervention can be crucial for improving children s developmental outcomes Systems and family centred perspectives are vital to support families and build their capacities to

lead normalized lives with improved family quality of life This book explores the family centred practices and systems factors which influence families experiences raising children with complex needs It also considers the ways in which professionals can work with families to build and support parent and child competence Conceptual and practical work from Australia Canada Europe and the United States present descriptions of and implications for different family system frameworks and early childhood programs Contributors in this edited volume bring together contemporary information that bridges the research to practice gap in supporting families of young children with disabilities or delays Chapters include Early Intervention for Young Children with Developmental Delays Contributions of the Developmental Systems Approach Family Composition and Family Needs in Australia What Makes a Family Working with Families in Early Childhood Intervention Family Centred Practices in an Individualised Funding Landscape Family Systems and Family Centred Intervention Practices in Portugal and Spain Iberian Reflections on Early Childhood Intervention This book will attract the attention scholars of Parenting and Families Child Development and Childcare

Interrupting the Psy-Disciplines in Education Eva Bendix Petersen,Zsuzsa Millei,2016-08-09 This book offers critical explorations of how the psy disciplines Michel Foucault s collective term for psychiatry psychology and psycho analysis play out in contemporary educational spaces With a strong focus on Foucault s theories it critically investigates how the psy disciplines continue to influence education both regulating and shaping behaviour and morality The book provides insight into different educational contexts and concerns across a child s educational lifespan early childhood education inclusive education special education educational leadership social media university and beyond to enable reflection and critique of the implications of psy based knowledge and practice With chapters by a mixture of established and emerging international scholars in the field this is an interdisciplinary and authoritative study into the role of the psy disciplines in the education system Providing vivid illustrations from throughout the educational lifespan the book serves as an invaluable tool for reflection and critique of the implications of psy based practice and will be of particular interest to academics and scholars in the field of education policy and psychology

Screening Twilight Wickham Clayton,Sarah Harman,2014-06-19 The Twilight saga a series of five films adapted from Stephanie Meyer s four vampire novels has been a sensation both at the box office and through the attention it has won from its predominantly teenaged fans This series has also been the subject of criticism and sometimes derision often from critics and on occasion even from fans However it also offers rich opportunities for analytic and critical attention which the contributors to Screening Twilight demonstrate with energy and style Through examining Twilight the book unpacks how this popular group of films work as cinematic texts what they have to say about cinema and culture today and how fans may seek to re read or subvert these messages The chapters address Twilight in the context of the vampire and myth in terms of genre and reception identity gender and sexuality and through re viewing the series fandom Screening Twilight is also a revelation of how a popular cinematic phenomenon like Twilight rewards close attention from contemporary critical scholars of cinema

and culture *Critical Social Work* June Allan, Linda Briskman, 2020-07-16 Another important contribution to the growing literature on critical social work. It is on the cutting edge of thinking about social work and its goal of social change. Kate van Heugten, Social Work Review. *Critical Social Work* starts from the premise that a central goal of social work practice is social change to redress social inequality. Taking a critical theoretical approach, the authors explore the links between personal and social change. They confront the challenges for critical social work in the context of pressures to separate the personal from the political and in responding to the impact of changes in the socio-political, statutory and global contexts of practice. *Critical Social Work* has been thoroughly revised to take into account recent social, economic and political developments. Coverage of theoretical frameworks has been substantially expanded and reflects current concerns such as evidence-based practice and human rights. The causes of people's marginalisation and oppression are examined in relation to class, race, ethnicity, gender and other forms of social inequality. Case study chapters in the earlier edition on working with immigrants, Indigenous people, women, men, families, people with psychiatric disabilities and those experiencing loss and grief have been updated and revised. The second edition includes new case study chapters on disability, older people, children, rurality and violence and abuse. *Critical Social Work* is an essential resource to inform progressive social work practice.

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