



**Making a
Place for
Pleasure
in Early
Childhood
Education**

Edited by
Joseph Tobin

Making A Place For Pleasure In Early Childhood Education

Deevia Bhana



Making A Place For Pleasure In Early Childhood Education:

Making a Place for Pleasure in Early Childhood Education Joseph J. Tobin, 2008-10-01 Kindergarten kissing games four year olds playing doctor a teacher holding a crying child on his lap as he comforts her Interactions like these spontaneous and pleasurable are no longer encouraged in American early childhood classrooms and in some cases they are forbidden The quality of the lives of our children and their teachers is thereby diminished contend the contributors to this timely book In response to much publicized incidents of child abuse by caretakers a moral panic has swept over early childhood education In this book experienced teachers of young children and teacher education experts issue a plea for sanity for restoring a sense of balance to preschool nursery school and kindergarten classrooms The contributors to this book explore how caretakers of preschool children and other adults have overreacted to fears about child abuse Drawing on feminist queer and poststructural theories the authors argue for the restoration of pleasure as a goal of early childhood education *Early Years Education: Policy and practice in early education and care* Rod Parker-Rees, Jenny Willan, 2006 This collection of papers provides a useful resource for scholars who need to ground their own study in a wider historical and global discourses concerning the education of children under eight Negotiating Adult-Child Relationships in Early Childhood Research Deborah Albon, Rachel Rosen, 2013-08-15 Negotiating Adult Child Relationships in Early Childhood Research presents a substantive critique of technicist and neoliberal approaches to ethics through an exploration of the complicated and often messy situations faced in negotiating relationships in research with children Despite growing acknowledgement of their centrality relationships between adult researchers and very young participants have been neglected and under theorised and in response this book offers a comprehensive conceptualisation of adult child research relationships through examination of questions including How do power and inequity impact on adult child research relationships What does it mean for relationships when researchers intervene in the field How do bodies matter in research relationships What does an emphasis on relationships with young children mean for the research process Drawing on data from their own research the authors contend that relationships are part of a wider web of social relations and space time configurations They propose and develop a relational ethics of answerability and social justice inspired by the work of Bakhtin and in addition explore the way material bodies come to matter the ambiguity of consent in educator research and the risks and possibilities of research relationships Chapters include innovative formulations of reciprocity sensing practices and political ethical responsibility This book contributes to current debates about research with young children offering an incisive and thorough exploration of the importance of relationships to the research process Relevant for international audiences this book is essential reading for early childhood students and educators researchers and lecturers with an interest in research with children **Educating for Social Justice in Early Childhood** Shirley A. Kessler, Beth Blue Swadener, 2019-09-10 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 Handbook of Research on the Education of Young Children Bernard Spodek,Olivia N. Saracho,2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field **Gender and Childhood Sexuality in Primary School** Deevia Bhana,2016-10-12 This book is an ethnography of teachers and children in grades 1 and 2 and presents arguments about why we should take gender and childhood sexuality seriously in the early years of South African primary schooling Taking issue with dominant discourses which assumes children s lack of agency the book questions the epistemological foundations of childhood discourses that produce innocence It examines the paradox between teachers dominant narratives of childhood innocence and children s own conceptualisation of gender and sexuality inside the classroom with peers in heterosexual games in the playground and through boyfriend girlfriend relationships It examines the nuances and finely situated experiences which draw attention to hegemonic masculinity and femininity where boys and girls challenge and contest relations of power The book focuses on the early makings of gender and sexual harassment and shows how violent gender relations are manifest even amongst very young boys and girls

Attention is given to the interconnections with race class structural inequalities as well as the actions of boys and girls as navigate gender and sexuality at school The book argues that the early years of primary schooling are a key site for the production and reproduction of gender and sexuality Gender reform strategies are vital in this sector of schooling *Bodies as Sites of Cultural Reflection in Early Childhood Education* Rachael S. Burke, Judith Duncan, 2014-10-30 Taking the body as a locus for discussion Rachael S Burke and Judith Duncan argue not only that implicit cultural practices shape most of the interactions taking place in early childhood curricula and pedagogy but that many of these practices often go unnoticed or unrecognized as being pedagogy Current scholars inspired by Foucault acknowledge that the body is socially and culturally produced and historically situated it is simultaneously a part of nature and society as well as a representation of the way that nature and society can be conceived Every natural symbol originating from the body contains and conveys a social meaning and every culture selects its own meaning from the myriad of potential body symbolisms *Bodies as Sites of Cultural Reflection in Early Childhood Education* uses empirical examples from qualitative fieldwork conducted in New Zealand and Japan to explore these theories and discuss the ways in which children s bodies represent a central focus in teachers pedagogical discussions and create contexts for the embodiment of children s experiences in the early years **Multiple Intelligences Reconsidered** Joe L. Kincheloe, 2004 Twenty years after the publication of Howard Gardner s *Frames of Mind* The Theory of Multiple Intelligences Joe L Kincheloe and the contributing authors of *Multiple Intelligences Reconsidered* critique and rethink the theory in new frames of reference Initially drawn to multiple intelligences MI theory because of its self proclaimed challenge to the psychology establishment the authors delineate their disillusionment with its evolution over the last two decades The critiques provided here open exciting new doors to innovation in educational psychology and pedagogy and move the fields in the direction initially promised by MI theory Each intelligence presented by Gardner is examined and critiqued while larger concepts in the theory are identified and assessed *Young Children's Play and Creativity* Gill Goodliff, Natalie Canning, John Parry, Linda Miller, 2017-07-14 This draws on the voices of practitioners academics and researchers to examine young children s play creativity and learning With a range of international perspectives it focuses on the level of engagement and exploration involved in children s play and how it can be facilitated in different contexts and cultures *Childhood Sexuality and AIDS Education* Deevia Bhana, 2015-08-27 Primary schoolchildren are frequently shielded from education on sexuality and sexually transmitted diseases in an effort to protect their innocence In countries like South Africa where AIDS is particularly widespread it is especially important to address prevention with younger boys and girls as active social agents with the capacity to engage with AIDS as gendered and sexual beings This volume addresses the question of children s understanding of AIDS not simply in terms of their dependence but as active participants in the interpretation of their social worlds The volume draws on an interview and ethnographic based study of young children in two socially diverse South African primary schools as well as interviews conducted with teachers

and mothers of young children It shows how adults sustain the production of childhood sexual innocence and the importance of scaling up programs in AIDS intervention gender and sexuality It makes significant contributions to the global debate around childhood sexualities gender and AIDS education *Erotic Attunement* Cristina L. H. Traina, 2011-06-15 Heightened awareness of the problem of sexual abuse has led to deep anxiety over adults touching children in nearly any context This book probes the disquieting issue of how we can draw a clear line between natural affection towards children and perverse exploitation of them

Exploring Wellbeing in the Early Years Julia Manning-Morton, 2013-09-16 Children's experiences and well being in their earliest years underpin and highly influence their future development and learning Drawing on research with parents children and a range of professionals in the early childhood field this book considers how well being is interpreted in the early childhood field It includes snapshots of what our youngest children think about their well being and examines external environmental contexts that impact on well being The book raises a number of important issues and clarifies priorities that need to be kept at the forefront of practice and provision such as the fundamental importance of prioritizing children and families socio cultural contexts addressing inequalities and developing a listening culture Importantly there is also focus on appropriate pedagogical approaches and aspects of practice that support children's well being in early childhood settings such as adult child relationships quality interactions physical play and creative expression The book also highlights the inseparability of adults and children's well being and therefore the need to consider contexts that enhance the potential for parents and practitioners to experience well being For all students and practitioners who want to put young children's well being at the forefront of their practice this is a fascinating thought provoking and illuminating read Contributors Deborah Albon Mary Dickins Melian Mansfield Penny Holland Micky LeVoguer Penny Mukherji Jasmine Pasch Linda Pound Judy Stevenson This book is a timely reminder that young children have a right to be listened to Wellbeing as a concept is redefined using the voices of children parents and practitioners Important questions are raised about the cost to individuals and society if this is not taken seriously Dilys Wilson Senior Lecturer in Early Childhood Studies at Middlesex University UK This text brings together research literature theoretical understanding and practical application The book captures the essence of early childhood and provides a dialogue and debate of holistically challenging well being for all This is a book to be treasured Dr Lesley Curtis Headteacher Head of Centre Everton Nursery School and Family Centre This book is an essential discussion and authoritative account of the explorations and research outcomes of the LMU NCB project Talking about well being in early childhood The book represents multi faceted perspectives about children's wellbeing that underpin the values and principles of inclusion understanding that children are citizens with personhood and rights Estelle Martin Anglia Ruskin University UK This book is based on a deep and honest respect for young children and the adults who work and play with them and it illustrates with passion and insight the ways in which emotional and physical well being are built on positive relationships and connections between people Helen Moylett Early Years Consultant and

writer This book opens up the way for future analysis of how society can become more at ease with itself so that the unwitting consequences of deeply embedded institutional discrimination intolerance negative assumptions expectations and judgements are removed from young children s lives Jane Lane advocate worker for racial equality in the early years

The Bloomsbury Handbook of Gender and Sexuality in Early Childhood Jessica Prioletta,Adam Davies,Kylie Smith,2025-06-12 Gender and sexuality are often problematically considered to be irrelevant to very young children This Handbook surveys challenges and advances the theories research approaches and practices around gender and sexuality in the early years and foregrounds early childhood as a crucial site for constructions and deconstructions around gender and sexuality The Handbook features chapters by leading academics practitioners and policy makers based in Australia Canada India Indonesia South Africa the UK and the USA It covers a range of key critical theories methods and practices including engagements with post developmentalism feminist Black feminist queer and trans theories intersections with indigeneity race and class ethnography action research care ethics and sexual health The Handbook illuminates the importance of attending to gender and sexuality in the early childhood across various sites including in the classroom at home in policy and more

International Handbook of Children, Media and Culture Kirsten Drotner,Sonia Livingstone,2008-02-19 This essential volume brings together the work of internationally renowned researchers each experts in their field in order to capture the diversity of children and young people s media cultures around the world Why are the media such a crucial part of children s daily lives Are they becoming more important more influential and in what ways Or does a historical perspective reveal how past media have long framed children s cultural horizons or perhaps how families however constituted have long shaped the ways children relate to media In addressing such questions the contributors present detailed empirical cases to uncover how children weave together diverse forms and technologies to create a rich symbolic tapestry which in turn shapes their social relationships At the same time many concerns even public panics arise regarding children s engagement with media leading the contributors also to inquire into the risky or problematic aspects of today s highly mediated world Deliberately selected to represent as many parts of the globe as possible and with a commitment to recognizing both the similarities and differences in children and young people s lives from China to Denmark from Canada to India from Japan to Iceland from the authors offer a rich contextualization of children s engagement with their particular media and communication environment while also pursuing cross cutting themes in terms of comparative and global trends Each chapter provides a clear orientation for new readers to the main debates and core issues addressed combined with a depth of analysis and argumentation to stimulate the thinking of advanced students and established scholars Since children and young people are a focus of study across different disciplines the volume is thoroughly multi disciplinary Yet since children and young people are all too easily neglected by these same disciplines this volume hopes to accord their interests and concerns they surely merit

Love's Return Gail M. Boldt,Paula M. Salvio,2012-11-12 The idea that teachers love children is often

taken for granted in education Rarely is the idea of love itself examined Bringing together the work of educators curriculum theorists and clinical psychoanalysts and drawing upon autobiographical and narrative case studies this groundbreaking collection examines the collision of love and learning including the ways in which such intersections are provoked repressed and denied Contributors turn to psychoanalysis to explore questions of love in all of its varying permutations ambivalence sexuality hatred desire projection and loss in order to demonstrate how the social ramifications of such work is critical to the ways teachers are currently being prepared for life in the classroom

We're Not Robots Enid Elliot,2012-02-01 This fascinating book presents the stories of infant toddler caregivers and their work to illustrate the complexity of balancing relationships with babies families coworkers and self yet remaining emotionally present and mindfully engaged Enid Elliot explores the inevitable tensions of working within these various relationships and demonstrates how proficient caregivers can develop strategies for achieving this delicate balance In the process she raises provocative questions about how we care for babies and how to provide education and support for their caregivers

Promoting Positive Development in Early Childhood Karen VanderVen,2008-09-08 This new volume in the Search Institute Series on Developmentally Attentive Community and Society represents a milestone in Search Institute s signature work on the Developmental Assets that children and adolescents need in their lives to succeed Through the research behind this book Karen VanderVen links this strength based community based approach to human development to early childhood development and practice In doing so she advances a lo term vision of understanding child and adolescent development not merely as a series of discrete stages but as a trajectory of development in which experiences in each phase of development link to reinforce or redirect experiences in other aspects of life To be sure VanderVen explores with both breadth and depth a parti larly critical time in child development the early childhood years ages 3 5 The latest research in numerous elds has only increased our understanding of how important it is for communities to attend to children s developmental expe ences in these crucial years Positive development in early childhood leads young people on a path to a healthy adulthood and a lack of positive dev opment in early childhood has a blunting effect that extends into elementary and secondary schooling years

Beyond Quality in Early Childhood Education and Care Gunilla Dahlberg,Peter Moss,Alan Pence,Dr Alan Pence,2007-01-24 This book challenges received wisdom and the tendency to reduce philosophical issues of value to purely technical issues of measurement and management

Innocence, Knowledge and the Construction of Childhood Kerry H. Robinson,2013-05-02 Innocence Knowledge and the Construction of Childhood provides a critical examination of the way we regulate children s access to certain knowledge and explores how this regulation contributes to the construction of childhood to children s vulnerability and to the constitution of the good future citizen in developed countries Through this controversial analysis Kerry H Robinson critically engages with the relationships between childhood sexuality innocence moral panic censorship and notions of citizenship This book highlights how the strict regulation of children s knowledge often in the name

of protection or in the child's best interest can ironically increase children's prejudice around difference increase their vulnerability to exploitation and abuse and undermine their abilities to become competent adolescents and adults Within her work Robinson draws upon empirical research to provide an overview of the regulation and governance of children's access to difficult knowledge particularly knowledge of sexuality explore and develop Foucault's work on the relationship between childhood and sexuality identify the impact of these discourses on adults' understanding of childhood and the tension that exists between their own perceptions of sexual knowledge and the perceptions of children reconceptualise children's education around sexuality Innocence Knowledge and the Construction of Childhood is essential reading for both undergraduate and postgraduate students undertaking courses in education particularly with a focus on early childhood or primary teaching as well as in other disciplines such as sociology gender and sexuality studies and cultural studies

Revisiting Paulo Freire's Pedagogy of the Oppressed Michel Vandebroek, 2020-09-28 This reflection on Paulo Freire's seminal volume Pedagogy of the Oppressed examines the lessons learnt from Freire and their place in contemporary pedagogical theory and practice Freire's work has inspired ground breaking research which Vandebroek has collated demonstrating the ongoing influence on early childhood educators Vandebroek brings together an international cohort of early childhood experts to present cross cultural perspectives on the impact of Freire's research on education around the globe This book covers discussions on The background to and impact of Freire's work Alternative approaches to supporting child development Pedagogical approaches in Portugal South Africa Japan New Zealand and the United States Vandebroek concludes with a vision for theorising and implementing emancipatory practice in early childhood education in contexts of neoliberalism An insightful resource for academics and students in the field of Early Childhood Education and Care Revisiting Paulo Freire's Pedagogy of the Oppressed is a benchmark of the progress made in the field over the last half a century

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