

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

Edited by
Joseph Tobin

Making A Place For Pleasure In Early Childhood Education

**Gill Goodliff, Natalie Canning, John
Parry, Linda Miller**



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

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

Silent Moments in Education Colette Granger, 2011-12-10 Colette A Granger's highly original book considers moments in several areas of education in which silence may serve as both a response to difficulty and a means of working through it. The author, a teacher educator, presents narratives and other textual artefacts from her own experiences of learning and instruction. She analyses them from multiple perspectives to reveal how the qualities of education's silences can make them at once difficult to observe and challenging to think about. *Silent Moments in Education* combines autoethnography with psychoanalytic theory and critical discourse analysis in a unique consideration of the relations teachers and learners forge with knowledge with ideas and with one another. This provocative and thoughtful work invites scholars and educators to consider the multiple silences of participants in education and to respond to them with generosity and compassion.

Beyond Quality in Early Childhood Education and Care Gunilla Dahlberg, Peter Moss, Alan Pence, 2005-06-23 First published in 1999 Routledge is an imprint of Taylor Francis, an informal company.

Shaping Early Childhood: Learners, Curriculum And Contexts Mac Naughton, Glenda, 2003-12-01 This text is designed to support novice and more experienced early childhood educators working with children from birth to age eight to be critically reflective in diverse aspects of their work. Each section contains ideas, clarification, exercises, reflection points, summaries and case studies.

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 assume 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 they 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.

Children in the Films of Alfred Hitchcock Debbie Olson, 2014-12-17 Children and youth perform both innocence and knowingness within Hitchcock's complex cinematic texts. Though the child often plays a small part, their significance symbolically, theoretically and philosophically offers a unique opportunity to illuminate and interrogate the child's presence within the cinematic complexity of Hitchcock's films.

Childhood Socialization Theron Alexander, 2017-07-12 This collection

of authoritative studies portrays how the A basic agencies of socialization transform the newborn human organism into a social person capable of interacting with others Socialization differs from one society to another and within any society from one segment to another Childhood Socialization samples some of that variation giving the reader a glimpse of socialization in contexts other than those with which he or she is likely to be familiar In the years since publication of the first edition of this book in 1988 childhood has become a territory open to broader sociological investigation In this revised edition Gerald Handel has selected and gathered new contributions that analyze the agents of socialization including family school and peer group and explore the influences of television and gender The balance of classical studies and more recent work reflecting changes in the family structure renews the centrality of this anthology for courses in the social psychology of children up to adolescence The book is divided into nine parts Socialization Individuation and the Self Historical Changes in Attitudes Toward Children Families as Socialization Agents Daycare and Nursery School as Socialization Agents Schools as Socialization Agents Peer Groups as Socialization Agents Television and its Influence Gender Socialization and Social Stratification and Inequality in Socialization While socialization continues on into the adolescent and adult years childhood socialization is primary essential in creating the human person and in shaping the identity outlook skills and resources of the evolving person Childhood Socialization is a dynamic volume that will be of continuing interest to students and scholars of family studies sociology psychology and modern culture

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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 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

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

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

Theories and Approaches to Learning in the Early Years Linda Miller,Linda Pound,2010-12-10 By focusing on key figures in early years education and care this book considers the influential thinkers and ground breaking approaches that have revolutionized practice With contributions from leading authorities in the field chapters provide an explanation of the approach an analysis of the theoretical background case studies questions and discussion points to facilitate critical thinking Included are chapters on Froebel Psychoanalytical theories Maria Montessori Steiner Waldorf education High Scope Post modern and post structuralist perspectives Forest Schools Vivian Gussin Paley Te Whatilderiki Written in an accessible style and relevant to all levels of early years courses the book has staggered levels of

Further Reading that encourage reflection and promotes progression Linda Miller is Professor Emeritus of Early Years The Open University Linda Pound is a consultant and author renowned for her work in early years education and care **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

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

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