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KEY=NORDIC - MANNING RISHI

Educational Encounters: Nordic Studies in Early Childhood Didactics Springer Science & Business Media *Qualitative analyses of young children's learning in natural settings are rare, so this new book will make educators sit up and pay attention. It lays out a Nordic, or continental European teaching and learning paradigm whose didactic framework is distinct from the Anglo-American system. This analysis, which features contributions and case studies from researchers in a range of subjects, is built on principles such as the learner's perspective, establishing sufficient intersubjectivity, 'pointing out', and informing experience linguistically. After clarifying some historical background, the book discusses the contemporary emphasis in early childhood education on pedagogy/learning. What should 'didactics' mean in educating young children? The book examines the opportunities for learning that teachers provide for children in early childhood education, as well as how children respond to these opportunities. It presents empirical studies from a variety of naturalistic settings, including mathematics, making visual art, ecology, music, dance, literacy and story-telling, as well as learning about gender, morality and democracy. The authors seek to answer key questions about the processes involved in both teaching and learning. What challenges do teachers face as they try to expand children's knowledge in various fields of learning? How do they respond to these challenges, and what can we learn about children's corresponding uptake? What now requires further research? One key distinction in researching children's learning is between studies that look at 'process' and those that analyze 'product'. In the tradition of Piaget, Vygotsky and Werner, as well as Mercer and Valsiner's more recent work, this book advocates the importance and relative rareness of the former type of study.* **Nordic Families, Children and Early Childhood Education** Springer Largely as a result of social policies and cultural factors, the Nordic countries continually score high in lifestyle measures, quality of life and children's outcomes. This book brings together authors from the Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) to share knowledge and understanding regarding families, children, primary education and children's leisure time activities. The empirical research and theoretical contributions provide important insights into the 'Nordic model' and explore the issues facing Nordic countries. The book reveals that while there are many similarities across the countries, differences also arise. The content of the book is more relevant now than ever, as countries look at better ways to support their populations. *Nordic Families, Children and Early Childhood Education* will be of interest to students and scholars across a range of disciplines, including Education, Sociology and Social Policy.

Play-Responsive Teaching in Early Childhood Education Springer This open access book develops a theoretical concept of teaching that is relevant to early childhood education, and based on children's learning and development through play. It discusses theoretical premises and research on playing and learning, and proposes the development of play-responsive didaktik. It examines the processes and products of learning and development, teaching and its phylogenetic and ontogenetic development, as well as the 'what' of learning and didaktik. Next, it explores the actions, objects and meaning of play and provides insight into the diversity of beliefs about the practices of play. The book presents ideas on how combined research and development projects can be carried out, providing incentive and a model for practice development and research. The second part of the book consists of empirical studies on teacher's playing skills and examples of play with very young as well as older children.

Quality Matters in Early Childhood Education and Care: Korea 2012 OECD Publishing This book focuses on quality issues in early childhood education and care in Korea. **Quality Matters in Early Childhood Education and Care: Portugal 2012** OECD Publishing This book focuses on quality issues in early childhood education and care in Portugal. **Quality Matters in Early Childhood Education and Care: Czech Republic 2012** OECD Publishing This series of country reports focuses on quality issues in early childhood education and care. **Quality Matters in Early Childhood Education and Care: New Zealand 2012** OECD Publishing This book focuses on quality issues in early childhood education and care in New Zealand. **Quality Matters in Early Childhood Education and Care: Norway 2013** OECD Publishing This book focuses on quality issues in early childhood education and care in Norway. **Quality Matters in Early Childhood Education and Care: Sweden 2013** OECD Publishing This book focuses on quality issues in early childhood education and care in Sweden.

Starting Strong III A Quality Toolbox for Early Childhood Education and Care A Quality Toolbox for Early Childhood Education and Care OECD Publishing This publication focuses on quality issues in early childhood education and care: it aims to define quality and outlines five policy levers that can enhance it. **Quality Matters in Early Childhood Education and Care: Japan 2012** OECD Publishing This book focuses on quality issues in early childhood education and care in Japan. **Quality Matters in Early Childhood Education and Care: Finland 2012** OECD Publishing This report reviews quality in childhood education and care in Finland. It suggest strengths and point to areas for further reflection on current policy initiatives. **Quality Matters in Early Childhood Education and Care: Slovak Republic 2012** OECD Publishing This series of reports on early childhood education and care suggests strengths and point to areas for further reflection on current policy initiatives. This report on the Slovak Republic focuses on improving workforce qualifications, training and working conditions.

Children's Play and Development Cultural-Historical Perspectives Springer Science & Business Media 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.

Narratives in Early Childhood Education Communication, Sense Making and Lived Experience Taylor & Francis Over the past few decades, a growing body of literature has developed which examines children's perspectives of their own lives, viewing them as social actors and experts in their understanding of the world. Focusing specifically on narratives, this unique and timely book provides an analysis of these new directions in contemporary research approaches to explore the lived experiences of children and teachers in early childhood education, in addition to presenting original research on children's narratives. The book brings together a variety of well-regarded international researchers in the field to highlight the importance of narrative in young children's development from local and global perspectives. While narrative is clearly understood within different countries, this is one of the first texts to build an international understanding, acknowledging the importance of culture and context. It presents up-to-date research on the latest research methods and analysis techniques, using a variety of different approaches in order to critically reflect on the future for narrative research and its insights into early childhood education. *Narratives in Early Childhood Education* will be of interest to postgraduate students, academics and researchers in early childhood education, as well as early childhood professionals, government policy makers and early childhood organisations and associations.

Pathways to Professionalism in Early Childhood Education and Care Routledge Pathways to Professionalism in Early Childhood Education and Care is concerned with a growing interest from policy and research in the professionalisation of the early childhood workforce. Illustrated by in-depth case studies of innovative and sustainable pathways to professionalisation, it recognises the importance of a systemic approach to professionalisation across all levels of the early childhood. The authors of this wide-ranging book share insights of professionalism from various European countries and suggest that professionalism in early childhood unfolds best in a 'competent system'. This book considers a broad range of international issues including Continuous professional support and quality Early Childhood education and care staff with different qualifications in professional development processes. How personal attitudes and competence of educators are related to the wider system of competent teams, leadership, collaboration across services and competent governance. From research to policy: the case of early childhood and care Pathways to Professionalism in Early Childhood Education and Care is a crucial and fascinating read for professionals working in the sector and contributes to broadening views on what professionalism in early childhood can mean within a 'competent system'.

Early Childhood Development and Education in Singapore Springer Nature This book presents a holistic view of child development that emphasises on being mindful of the child as well as his/her environment. It presents a history of the development of the early childhood education sector in Singapore. This book consolidates the more recent research work that has been done in early childhood education, specifically by researchers from the National Institute of Education, Singapore. It discusses topics focusing on child development and education, teacher training and wellbeing, and the development of culturally appropriate assessment. The content of this book center around the child, with a consideration of influences in the environment that can impact child development.

International Handbook of Early Childhood Education Springer 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.

A Cultural-Historical Study of Children Learning Science Foregrounding Affective Imagination in Play-based Settings Springer This book moves beyond the traditional constructivist and social-constructivist view of learning and development in science. It draws upon cultural-historical theory in order to theorise early childhood science education in relation to our currently globalised education contexts. The book argues that concept development in science for young children can be better theorised by using Vygotsky's concept of Imagination and creativity, Vygotsky's theory of play, and his work on higher mental functions, particularly the concept of inter and intrapsychological functioning. Key concepts are extracted from the theoretical section of the book and used as categories for analysis in presenting evidence and new ideas in the second section of the book. In this second part of the book, the authors examine how science knowledge has been constructed within particular countries around the globe, where empirical research in early childhood science education has occurred. The third part of the book examines the nature of the encounter between the teacher and the child during science learning and teaching. In the final part of the book the authors look closely at the range of models and approaches to the teaching of early childhood science that have been made available to early childhood teachers to guide their planning and teaching. They conclude the book with a theoretical discussion of the cultural-historical foundation for early childhood science education, followed by a model of teaching scientific concepts to young children in play-based settings, including homes and community contexts.

International Perspectives On Early Childhood Education And Care McGraw-Hill Education (UK) 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.

Mathematics Education in the Early Years Results from the POEM2 Conference, 2014 Springer This book presents chapters based on papers presented at the second POEM conference on early mathematics learning. These chapters broaden the discussion about mathematics education in early childhood, by exploring the debate about construction versus instruction. Specific sections investigate the teaching and learning of mathematical processes and mathematical content, early childhood teacher development, transitions for young children between home and preschool, between home and school and between preschool and school. The chapters use a range of innovative theoretical and methodological approaches which will form an interesting basis for future research in this area.

Mathematics Education in the Early Years Results from the POEM3 Conference, 2016 Springer This book gives insight in the vivid research area of early mathematics learning. The collection of selected papers mirror the research topics presented at the third POEM conference. Thematically, the volume reflects the importance of this relatively new field of research. Structurally, the book tries to guide the reader through a variety of research aims and issues and is split into four parts. The first two parts concentrate on teacher professional development and child learning development; the third part pools research studies creating and evaluating designed learning situations; and the fourth part bridges focuses on parent-child-interaction.

The Prevent Duty in Education Impact, Enactment and Implications Springer Nature "This invaluable book brings empirical rigour to a

debate that is too often emotive, polarised and selective in its approach to the facts. By examining how the Prevent duty is enacted in practice, the authors provide a sound evidence base for future policy development." --David Anderson QC, House of Lords, and former Independent Reviewer of Terrorism Legislation "This book is crucial reading for at least three audiences: first, policy makers who are revising counter-terror and Prevent type strategies, second, those making judgements on Prevent enactment such as OFSTED, and third, those involved in training around extremism and radicalisation in schools. The book reveals what teachers and students actually want to know in this contested and complex area. It is an impressive read." --Lynn Davies, Birmingham University, UK and Director of ConnectFutures This open access book explores the enactment, impact and implications of the Prevent Duty across a range of educational contexts. In July 2015 the UK became the first country to place a specific legal requirement on those working in education to contribute to efforts to 'prevent people from being drawn into terrorism. Drawing on extensive research with staff, children and young people, the editors and contributors provide new insight into how this high-profile - and highly contentious - policy has shaped educational practice in Britain today. It will be a valuable resource for researchers, policymakers and others interested in the design, implementation and on-the-ground effects of Prevent or similar programmes internationally that place education at the heart of efforts to prevent or counter violent extremism. Joel Busher is Associate Professor at the Centre for Trust, Peace and Social Relations at Coventry University, UK. Lee Jerome is Associate Professor of Education at Middlesex University, UK. **Educational Research with Our Youngest Voices of Infants and Toddlers** Springer Science & Business Media Interpreting the voices of under three year olds is central to early childhood education. Yet entering into their life-worlds is fraught with challenges and unrealised possibilities. This ground-breaking book generates a dialogue about the multiple ways researchers have exploited a range of methods for approaching, accessing, understanding and interpreting infant voice. Each chapter explores the kinds of ethical considerations and dilemmas that may arise in this process. The book itself represents a chorus of international voices (researchers, children, teachers and parents), all adding to a discussion about various circumstances, dilemmas and possibilities involved in doing research with our youngest. This book is an essential read for researchers and teachers alike who seek to 'listen' and 'see' very young children with fresh ears and eyes.

Multidisciplinary Perspectives on Play from Birth and Beyond Springer While firmly acknowledging the importance of play in early childhood, this book interrogates the assumption that play is a birthright. It pushes beyond traditional understandings of play to ask questions such as: what is the relationship between play and the arts - theatre, music and philosophy - and between play and wellbeing? How is play relevant to educational practice in the rapidly changing circumstances of today's world? What do Australian Aboriginal conceptions of play have to offer understandings of play? The book examines how ideas of play evolve as children increasingly interact with popular culture and technology, and how developing notions of play have changed our work spaces, teaching practices, curricula, and learning environments, as well as our understanding of relationships between children and adults. This multidisciplinary volume on the subject of play combines the work of some of the world's leading researchers in the field of early childhood education with contributions from distinguished and emerging scholars in areas as diverse as education, theatre studies, architecture, literature, philosophy, cultural studies, theology and the creative arts. Reconsidering the common focus on play in early education, to investigate its broader impact, this collection offers a refreshing and valuable addition to studies on play, reconceptualizing it for the 21st century. **Revolutionizing Arts Education in K-12 Classrooms through Technological Integration** IGI Global Educational technologies are becoming more commonplace across the K-12 curriculum. In particular, the use of innovative digital technology is expanding the potential of arts education, presenting new opportunities—and challenges—to both curricular design and pedagogical practice. Revolutionizing Arts Education in K-12 Classrooms through Technological Integration brings together a variety of perspectives, research, and case studies that emphasize a pedagogical awareness of diverse learning styles, while highlighting issues of ethics and equality across the educational landscape. This timely publication is aimed at K-12 arts educators leading classrooms focusing on dance, drama, media, music, and the visual arts, as well as pre-service teachers, museum and gallery educators, policymakers, and designers of academic curricula. **Engaging Families as Children's First Mathematics Educators International Perspectives** Springer This book explores how professionals can engage and inspire parents to support their young children's mathematics learning. Bringing together international experts, researchers and scholars, it proposes a framework for engaging with and supporting parents, including those who are less aware of the crucial development of children's mathematical skills in the early years. Focusing on mathematics learning from birth to 5 years, the book's underlying assumption is that it is possible to offer guidance to professionals working with families with young children concerning how to engage and support families in the area of mathematics learning, including those families who seem alienated from education services. Specifically, the respective chapters present a framework for understanding children's early mathematical development and the important role of families in this regard. They describe effective strategies for engaging families in their children's mathematics learning, including those who are marginalised and experience multiple disadvantages, so that all families can best support their children's mathematical learning and their development of positive attitudes towards learning. In closing, hurdles and opportunities within the systems surrounding family engagement are addressed. **Strengthening Social Cohesion in Korea** OECD Publishing This report suggests policy options, based on the practices and reforms of other countries, in the following four areas: I) Income Distribution and Poverty; II) Tackling the Duality of the Labour Market; III) Early Childcare; and IV) Moving beyond Hospitals to better Care in the Community. **Varied Perspectives on Play and Learning**

Theory and Research on Early Years Education IAP This book brings together an international group of researchers reporting on their work about play and early childhood education across 13 countries - Norway, Sweden, Denmark, England, Germany, Hong Kong, United States of America, India, The Maldives, Sri Lanka, Singapore, China and Australia. It contributes to growing international conversations about play and the role of play in early childhood education. Each of the chapters in this anthology reflects different directions in research as well as a range of approaches to reconceptualising play. Each researcher questions assumptions underpinning young children's play and early childhood education and explores the implications of these questions for further research, practice and policy. Chapters report a wide range of innovative and transformative research, focusing on areas such as the play of infants and toddlers, the role of values in play, the complexity of connections between play and learning, motivation, the role and understandings of early childhood educators in promoting children's play, risky play and the impact of Westernised approaches to play in different contexts. This book argues for the importance of children's play at a time when there is a great deal of pressure to increase the academic focus of early education and to eliminate play that could be deemed risky. Several authors note moves towards pedagogies of play and explore the potential links between play and learning in early education settings. The research reported in this book is a timely reminder of the value of play, for and of itself, as well as the learning potential of play. It provides a pathway into the debates about the role and value of play in early years education for students, researchers and policy-makers. **Taking the First Steps Outside Under threes learning and developing in the natural environment** Taylor & Francis Can one be too young to play outside? This unique and compelling book charts the experiences of a group of under-three-year-olds as they explore their natural outdoor environment, followed by caring and attentive adults. It deconstructs the myths that underestimate under threes and celebrates the importance of connecting children with the natural world and the influence of positive relationships in this early stage of life. Taking the First Steps Outside draws on all aspects of working outdoors, focusing on different steps of the project, main achievements and obstacles, implemented strategies and benefits for the development of young children. Features include: Stunning photographs of children exploring the outdoor environment, who are interested, thoughtful, persistent and successful Detailed descriptions of real events, illustrating how the outdoor space can be an educational context for under threes Insight into the role of the adult, as they observe and reflect upon children's learning Advice on choosing the right resources and facilities to create a good outdoor learning environment for the young child Advice about risky play and promoting challenging and positive opportunities in the natural environment Guidance on how to set up an outdoor project for children under three Written to support all students, teachers, practitioners and managers working with under threes, this essential guide will help you to develop your knowledge, build confidence and gain the ability to co-explore outdoors with children. **Narrative Constellations Exploring Lived Experience in Education** Springer Narrative research in contemporary times can free social scientists from the rhetorical forms (Emihovich, 1995) that alienate children and families from their own traditions. Through the use of narrative we are able to recognise the power of subjectivity in allowing open dialogue and co-construction of meaning. Becoming comfortable with narrative research also means accepting ideas that the world has no fixed rules for assigning behaviour (Emihovich, 1995). This means that open dialogue is required to build consensus around shared meaning and to ensure the inclusion of multiple voices. The book begins with a theoretical overview of narrative genre before focusing on narrative constellations. Three constellations are then shared with the reader. The final chapter provides ideas about the future of narrative constellation in research and the impact constellations can have for future policy and practice. It is hoped that the reader develops a better understanding of narrative ways and begins to see the potential of narrative constellations in the research genre. Dr Susanne Garvis is a professor of child and youth studies at the University of Gothenburg, Sweden. She has previously worked in Australian universities and is an adjunct academic with Griffith University, Australia. Professor Garvis has experience with narrative approaches in early childhood education and care. She has researched the lives of teachers, families and children. She is particularly interested in representations of lived experience and the power of stories in research. **Understanding Digital Technologies and Young Children An international perspective** Routledge

Understanding Digital Technologies and Young Children explores the possibilities digital technology brings to enhance the learning and developmental needs of young children. Globally, the role of technology is an increasingly important part of everyday life. In many early childhood education frameworks and curricula around the world, there is an expectation that children are developing skills to become effective communicators and are using digital technology to investigate their ideas and represent their thinking. This means that educators throughout the world are expected to actively enhance children's learning in ways that provide learning experiences with technology that are balanced and purposeful to allow the transformation of traditional authentic learning experiences. Digital technologies can be used to explore, manipulate, discover, play and interact with real and imaginative worlds to allow active meaning making. With a wide range of expert contributors, this book provides a comprehensive examination of the current research on technology and young children and the importance of engagement for learning. This approach encourages the reader to rethink the possibilities and potential of digital technologies for learning in the early years, especially in the years before formal schooling when children might be attending early childhood settings. This will be a valuable reference for anyone looking for an international perspective on digital technology and young children, and is particularly aimed at current and future teachers. **Leaving Boys Behind? The Gender Gap in Education among Children and Young People from Foreign Backgrounds 2010-2020 A Nordic Review** Nordic Council of Ministers Available online: <https://pub.norden.org/nord2022-003/> This report discusses the observed gender gap in education, i.e. that girls are performing better in the Nordic school system than boys, with a special focus on girls and boys with foreign backgrounds. The report is a knowledge overview of the latest research of the similarities and differences between the Nordic countries with regard to the situation and what has been done to help children with foreign backgrounds, especially boys, perform better in school. We want to identify what the Nordic countries can learn about the issue from their respective setbacks and positive advancements. **Values Education in Early Childhood Settings Concepts, Approaches and Practices** Springer This book is about values education in early years settings and discusses theory and concepts, as well as methodological and empirical perspectives. It explores issues such as the kinds of values that are communicated between educators and children and the kind of future citizens we foster in early childhood settings. It illustrates by way of cases involving many participants, including children, educators, and researchers, who have their roots in diverse contexts, and reside in different parts of the world, including Australia, Denmark, Finland, Iceland, Norway, Slovenia, and Sweden. The book carefully considers the contextualized character of the cases presented, yet argues that the questions, theories, and methodologies emphasized do inform the international debate in manifold ways. Communication of values in a broad and diverse sense is central in any pedagogy, especially for the youngest children in the educational system. Still, values education has been neglected as a research field, in education in general and particularly in the early years. This book addresses this lack of knowledge by scrutinizing various questions about values education in ECEC settings. **The Routledge International Handbook of Early Literacy Education A Contemporary Guide to Literacy Teaching and Interventions in a Global Context** Taylor & Francis The Routledge International Handbook of Early Literacy Education offers a pioneering overview of early literacy provision in different parts of the world and brings together interdisciplinary research evidence on effective literacy teaching to inform current and future practice and policy of early literacy. From the problem of identification of literacy difficulties in a particular learning context to supporting the provision of early literacy through digital media, the handbook deals with the major concerns and newest areas of interest in literacy research. With an international and future vision, it provides an accessible guide to the main debates and future trends in the global field of early literacy, and informs academics, policy-makers, practitioners, educators and students about innovative early literacy research methods and instruction. The three sections and 30 ground-breaking chapters reflect a conceptual framework of questions asked by scholars and educators interested in looking beyond traditional definitions of literacy. Part I provides contemporary insights collected by internationally renowned scholars on what literacy is, and what it can offer to young children in the twenty-first century. Part II is a collection of detailed portraits of 14 countries, regions or language communities, and focuses on early literacy provision, practice and policy from across the world. Part III outlines key interventions and research-endorsed practices designed to support home-school connections and children's reading and writing skills, as well as vocabulary, phonological awareness and narrative abilities, with examples drawn from various home, school and community environments. All chapters promote discussion, critical analysis and questions for reflection and are written in jargon-free language in an easy-to use themed format. This handbook is an indispensable reference guide for practising teachers and student teachers, especially those undertaking postgraduate qualifications, as well as early literacy researchers, policy-makers and school-based literacy leaders. **Assessment and Documentation in Early Childhood Education** Routledge Documentation in early childhood education is typically seen as a means to enhance the quality of care and education, and as a way to take account of the child's view. Assessment and

Documentation in Early Childhood Education considers the increasing trend towards systematic child documentation especially in early childhood institutions. The authors present ways in which assessment and evaluation is done sometimes explicitly but more often implicitly in these practices, and explore its means, aims, forms, and functions. They also examine the rationalities of child documentation from the perspective of professional practice and professionalism and suggest that documentation and assessment practices can weaken and constrain but also empower and strengthen teachers, children and parents. Topics explored include: Different forms of documentation and assessment Documentation and listening to the children Dilemmas of assessment and documentation Participation by children Involvement of parents This timely book will be appealing for those studying in the field of early childhood education, teacher education, special education, general education, social work, counselling, psychology, sociology, childhood studies, and family studies. **Handbook of Research on the Education of Young Children** Routledge The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world. This outstanding resource provides a comprehensive research overview of important contemporary issues as well as the information necessary to make knowledgeable judgments about these issues. Now in its fourth edition, this handbook features all new sections on social emotional learning, non-cognitive assessment, child development, early childhood education, content areas, teacher preparation, technology, multimedia, and English language learners. With thorough updates to chapters and references, this new edition remains the cutting-edge resource for making the field's extensive knowledge base readily available and accessible to researchers and educators. It is a valuable resource for all of those who work and study in the field of early childhood education including researchers, educators, policy makers, librarians, and school administrators. This volume addresses critical, up-to-date research on several disciplines such as child development, early childhood education, psychology, curriculum, teacher preparation, policy, evaluation strategies, technology, and multimedia exposure. **Values in Early Childhood Education Citizenship for Tomorrow** Routledge Dr Eva Johansson is Professor of Education at the Department of Early Childhood Education, University of Stavanger, Norway. Dr Johanna Einarsdottir is a Professor of Early Childhood Education and the Dean of School of Education at the University of Iceland. **Peer Relationships in Early Childhood Education and Care** Routledge Peer Relationships in Early Childhood Education and Care brings together fresh perspectives and research about young children's relationships. It examines children's rights and well-being against a backdrop of increased social movement and migration, changing family structures and work practices, and the growing prevalence of education and care services for young children. With contributors from diverse cultural, geographical and disciplinary backgrounds, this edited collection shows how educators support children's peer relationships and use these as a basis for enhancing social and cognitive development. Themes discussed include: conflicts and negotiations friendships and play group phenomena independence and interdependence identity and belonging peer relations and children with disabilities attuning adults to young children's relationships. This book will be highly relevant for academics, researchers and students concerned with early childhood care and education, especially those interested in relating these issues on a global scale. **Nordic Social Pedagogical Approach to Early Years** Springer This book studies the major characteristics of the social pedagogical approach to early childhood education and care. It does so by investigating the distinctive elements of the Nordic approach and tradition. The cultural, educational, and ideological structures and values within the Nordic tradition indicate a strong "social pedagogical" rather than "early education" emphasis. The Nordic tradition applies a social learning approach that emphasizes play, relationships and outdoor life, and presumes that learning takes place through children's participation in social interaction and processes. Set against this background, the book examines the characteristics of the pedagogue and the important features that develop through the Nordic approach. It compares children educated in the Nordic tradition with those educated in the French-English and Anglo-American tradition. It explores quality in relation to how children can enjoy childhood, and at the same time become able to actively participate in society and develop the social and cognitive skills and competences that individuals require to do well in society.