



Critical Issues in Early Childhood Education

EDITED BY NICOLA YELLAND

Critical Issues In Early Childhood Education

Martha J. Zaslow, Ivelisse Martinez-Beck



Critical Issues In Early Childhood Education:

Critical Issues in Early Childhood Education Nicola Yelland, 2005-04-16 This book is a valuable contribution to the creation of a more critical and theoretically diverse approach to early childhood policy and practice Through many vivid examples and a varied cast list of authors both academics and practitioners it shows the potential of this approach for pedagogical work in early childhood institutions and the education of the early childhood workforce Professor Peter Moss Institute of Education University of London UK In the era of No Child Left Behind in the U S you might think that the landscape of educational research and practice has been transformed into a row of scientific models and unvarying curricular scripts Nicola Yelland's volume will persuade you that in contrast the landscape in early childhood education is varied and full of unconventional angles The authors examine virtually every significant aspect of curricular practice and postmodernist theory while challenging readers to be skeptics themselves to engage with risky ideas on the way to transformative actions Celia Genishi Professor of Education Teachers College Columbia University USA This book challenges long established beliefs about early childhood education It offers readers the opportunity to think about the aspects of their profession that are fundamental to providing effective and equitable educational opportunities for young children in the 21st century Well known contributors explore issues that are not only critical in terms of being fundamental to early childhood education but also critical in that they present alternative ideas and use frameworks that are not traditional to the field Organized in three parts the book considers Contemporary views of early childhood education and teaching The rethinking of early childhood practices The emergence of new technologies and multiliteracies The chapters in the book focus on aspects of early childhood education that have for a long time been accepted as truisms or have been too hard to deal with and thus often ignored For example they include a consideration of issues that range from examining play that might be sexual in focus or learning how to cope with traumatic events in young children's lives to the ways in which popular culture and new literacies impact on what young children are interested in and how they can be engaged in learning with information and communications technology Essential reading for students in all early childhood studies programmes as well as early childhood practitioners who want to engage in more reflective practices around their work Contributors Yarrow Andrew Chelsea Bailey Mindy Blaise Elizabeth Brooker Sheralyn Campbell Gaile Cannella Richard Johnson Anna Kilderry Jackie Marsh Jeanette Rhedding Jones Leonie Rowan Sharon Ryan Jonathan Silin Jennifer Sumsion Daniel Walsh Nicola Yelland

Early Years Foundations: Critical Issues Janet Moyles, Jane Payler, Jan Georgeson, 2014-01-16 The new edition of this best selling book looks critically at the 2012 Early Years Foundation Stage curriculum and draws attention to issues that underlie the EYFS and the implications for children from birth to five With its questions for reflection and discussion further reading and useful websites Early Years Foundations is essential and informative reading for students studying any early years or early childhood course or working towards Early Years Teacher Status Among the many challenges facing early years

professionals there are continual dilemmas arising between perceptions of good practice the practicalities of provision and meeting OfSTED requirements This exciting and innovative new edition supports practitioners in thinking through their responsibilities in tackling some of the many challenges they encounter for example that children are still perceived as deficit in some way and in need of being school ready rather than as developing individuals who have a right to a childhood and appropriate early education Chapters explore the rationale behind early years practice based on theory and research covering important topics including Prime and specific areas of learning and development Observation and assessment Pedagogy Working with parents Difference and diversity Contributors Sue Bingham Gill Boag Munroe Liz Brooker Helen Clarke Anne Cockburn Rosie Flewitt Jan Georgeson Michael Jones Lilian G Katz Caroline Leeson Paulette Luff Jayne Osgood John Parry Jane Payler Karen Phethean Linda Pound Anne Rawlings Jonathan Rix Sue Rogers Anita Soni Suzy Tutchell Judith Twani Jane Waters David Whitebread Early Years Foundations Critical issues is a timely and valuable edition for the early childhood bookshelf offering high quality scholarship combined with deep understanding of early childhood practice Jane Murray PhD Senior Lecturer University of Northampton UK This book stands out amongst the crowd for a number of reasons In particular the status of the three editing authors means that the content of the book is to be trusted to be both informed and thorough in its attention to detail and this second edition has been carefully updated to incorporate recent reforms and initiatives The editing authors insistence on the creation of an early years text that centres on a critically reflective review of contemporary policy and research can only help to build the argument for a better future for young children s care and education Dr Kathy Goouch Reader in Education Canterbury Christ Church University UK This book is not another bland how to do it manual to accompany the EYFS it goes much further in offering a truly challenging critique This should be essential reading for experienced practitioners as well as Early Childhood Studies students Denise Hevey Professor of Early Years University of Northampton UK

Critical Issues in Early Childhood Teacher Education Miranda Lin,Ithel Jones,2020-06-01 In recent years there have been significant changes in education across the globe largely as a result of changing demographics technological developments and increased globalization Relatedly the changing needs of societies and families along with new research findings provide new directions in early childhood education Consequently early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the quality of early childhood teacher education The chapters present their experiences perspectives and lessons learned as they addressed

some of the challenging issues concerning the education and preparation of future early childhood teachers. The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field. The contributions of these scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers improve the quality of their work.

Critical Issues in Early Childhood Professional Development Martha J. Zaslow, Ivelisse Martinez-Beck, 2006. Effective teaching leads to positive student outcomes and professional development for early childhood teachers is key to improving both. But what exactly do we mean by professional development? What effect does it have on school readiness? Which models and approaches really work? This is the book the early childhood field needs to take the crucial first steps toward definitive answers. Top experts in early childhood education help readers define professional development, examine research across a range of settings (Head Start, public preschools, private programs) on professional development and school readiness, consider both the extent and the content of professional development, learn from detailed explorations of promising professional development models, investigate key economic considerations and policy implications, identify areas for further exploration.

Critical Issues in Early Childhood Teacher Education Ithel Jones, Miranda Lin, 2020-06-01. In recent years there have been significant changes in education across the globe, largely as a result of changing demographics, technological developments, and increased globalization. Relatedly, the changing needs of societies and families, along with new research findings, provide new directions in early childhood education. Consequently, early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential. Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions. It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers. An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume. The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the quality of early childhood teacher education. The chapters present their experiences, perspectives, and lessons learned as they addressed some of the challenging issues concerning the education and preparation of future early childhood teachers. The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field. The contributions of these scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers improve the quality of their work.

Critical Issues In Early Childhood Education Yelland, Nicola, 2005-04-01. What are some of the long held beliefs in early childhood education that need to be challenged? What can postmodern perspectives offer to early childhood educators? How can early childhood educators deal with the complex issues that arise in the lives of young children? This book examines critical issues in early childhood education across a broad range of contexts. The issues explored are critical, not

only in terms of being fundamental to early childhood education but also in that they present ideas and use frameworks which are not traditional to the field. The topics under review include questioning the developmental basis of early childhood education and the notion of what constitutes child-centred curricula and extends into a discussion of the complex nature of teachers' work in early childhood contexts which require new ways of reconceptualising the field and the role of the teacher in the lives of children. The chapters explore contemporary issues using methodologies that are increasingly being favoured by teacher educators, parents and community members who find that developmental perspectives do not satisfactorily explain and assist us in our interactions with young children and their families in the 21st century.

Continuing Issues in Early Childhood Education Stephanie Feeney, Alice Galper, Carol Seefeldt, 2009. Today's early childhood educators are faced with a great deal of responsibility and are called upon to make numerous decisions every day. They interact with children, families, colleagues, administrators and policy makers. To be effective, their actions have to be based not on their own personal opinions but by an understanding of the complexities related to each new potentially controversial issue and current research on child development and the best practices in early childhood education programs. This unique book aims to address this need for advanced students and veteran educators to have a bipartisan reference of the most important issues of the day as addressed by the most advanced scholars in the field. To do this, the authors have called on eighteen of the most influential educators of the day to contribute a chapter on each topic covered in the book. These multiple perspectives provide an unbiased overview of each issue. The issues covered include families, advocacy, children with disabilities and diversity. Chapters on developmentally appropriate practices stimulate discussion of the influence of the National Association for the Education of Young Children (NAEYC).

Critical Perspectives on Early Childhood Education Lois Weis, Philip G. Altbach, Gail P. Kelly, Hugh G. Petrie, 1991-09-10. This book explores key policy issues related to early childhood education. Through the contributions of various professionals in the field, the editors provide a vision, practical and possible, of early childhood education in the 1990s. Part I delves into the complex world, both personal and professional, of the classroom teacher. The essays in Part II look at issues of the school community, including the roles of class, race, gender and exceptionality. Finally, Part III examines the relationship between schools and the community at large and how complex issues find their way into social and economic policies that often stifle rather than support the democratic vision of American schools. Taken as a whole, the volume presents a stimulating discussion of the current state of early childhood education policy and practice.

Early Childhood Education Barry Persky, Leonard H. Golubchick, 1991. Early childhood education and child care are now widely perceived to be among the central social needs of the nation. Used by more than 100 universities and colleges, the new second edition of this anthology is a collection of over 70 articles which together provide a comprehensive overview of the early childhood situation from a historical, theoretical and practical perspective. These articles enable the reader to understand human development in young children, identify their intellectual strengths and weaknesses and develop the most effective teaching

techniques Also included is a review of events and conditions resulting in current educational practices Classroom theory and techniques are examined not only within the U S but also run the gamut from the Israeli kibbutz program to current teaching practices in the Soviet Union and China Contents National and Historical Perspectives Philosophical and Theoretical Issues Critical Issues Exceptional Children Curri **Critical Issues in Early Literacy** Yetta Goodman,Prisca Martens,2020-07-24 This volume adds in important ways to understanding the power and complexity of the forces in the lives of children that impact their literacy learning The critical issues presented emerge from interpretivist research and thinking practices that are constructivist in nature The chapters by researchers teacher researchers teacher educators and teachers are antidotes to the present political context in which political agendas are being used to define literacy literacy teaching and learning and literacy research in narrow ways Providing a rich source of information about how young children come to know reading and writing as a tool of communication in a range of social and cultural contexts this book presents current research and thinking in the field documents research that is currently being ignored by many who make decisions about children s learning values who children are and what they bring with them to school provides a useful tool for advocacy and for social action toward improving education in ways that can make a difference in the lives of young children and raises thoughtful issues for discussion Critical Issues in Early Literacy is essential reading for early childhood teachers and prospective teachers for teacher educators for literacy researchers including teacher researchers for special educators for those working with English language and foreign language learners and for early childhood education administrators advocates and policy makers

Key Issues in Early Years Education Sandra Smidt,2009-09-10 This fully revised collection published in its first edition as The Early Years A reader is unique in its range of topics and voices and its determination to see the child as central to learning and development *Early Childhood Education in the United States* Dinah Volk,Liz Brooker,Pamela Oberhuemer,Rod Parker-Rees,2020-04-24 Early Childhood Education in the United States is rife with contradictions critique and innovation It is a time when a status quo characterized by systemic historic discrimination teacher de professionalization teaching to the test and attacks on funding is challenged by new technologies new literacies and transformative and critical perspectives and practices that defy assumptions and biases to create cutting edge diverse instantiations of Early Childhood Education for children families and teachers This volume based on a special issue of the Early Years journal written in 2016 before the new administration announced its policies aims to generate conversations about developments in Early Childhood Education situated within classist racist linguistic and neoliberal contexts and to analyze critically where we are where we might go and what we might do It is also an opportunity to share counter narratives to the dominant narratives promulgated by many convinced that narrow destructive norms of appropriate practice standards and accountability as well as the curtailed achievement of children of Color those from low income communities and emergent bilinguals are common sense These counter narratives some about transformational projects that have generated innovative perspectives and practices

and some detailing critical analyses and projects that go beyond to explore issues of power contest education that disprivileges some children and families while advocating education that is child and family centered culturally relevant and sustaining equitable and democratic Our hope is that this work creates a space of dialogue and human action needed even more urgently today This book was originally published as a special issue of the Early Years journal **Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21 Century Classroom** Festus E.

Obiakor,Alicja Rieger,Anthony F. Rotatori,2015-09-01 The purpose of this book is to provide a forum for an interdisciplinary scholarly dialogue with regard to preparing teachers for early childhood special education In addition it is aimed at examining and making available relevant and most recent scholarship to practitioners and at addressing critical issues and perspectives around preparing effective educators for the 21 century classroom and the future This book intends to illuminate a complex and challenging task of preparing effective educators through the lenses of several educational disciplines including but not limited to teacher education general education special education early childhood education and urban education The information in this work will focus on several educational disciplines that have the most immediate implications for teacher preparation and practice The overall educational knowledge base will be enhanced due to the educational interdisciplinary approach This has additional implications for teacher education special education educational leadership curriculum and instruction educational policy and urban education to name a few The multidimensional nature of the book gives it the freedom to highlight multiple and diverse voices while at the same time providing a forum for different and sometimes divergent methodologies philosophies and ideologies Critical Issues in South African Education Charl C.

Wolhuter,2020-12-31 The main thesis of this book is that given that South African education faces major challenges the BRICS Brazil Russia India China and South Africa constellation of states offers thus far overlooked a valuable tertium comparationis a source of international comparative perspectives to inform the domestic scholarly discourse on education This book first investigates the national contexts and development of education in the BRICS countries arguing that this grouping represents a valuable but yet overlooked field for illuminating South African education issues with international perspectives The book consists of chapters arguing for and illustrating this thesis from a variety of angles Common to all chapters is that authors used the comparative method in education that is comparing the national education system in their education societal context interrelationships of the BRICS countries The chapters focus on a number of critical issues in South African education including the language of learning and teaching issue the alignment of the world of education with the world of work early childhood education and the development of world class universities Regarding the last for example China has been the terrain of the most intensive national projects of establishing world class universities with Project 985 Project 211 and the Double First Class University project The chapters demonstrate what South Africa in approaching her education issues can learn from the experience of the BRICS countries **Critical Issues in Anti-racist Research**

Methodologies George Jerry Sefa Dei, Gurpreet Singh Johal, 2005 Anti racism studies have blossomed over the years with scholarship and political work reinforcing each other to cement anti racist change But how do we understand anti racist research How is anti racist research methodology different from other methods of research investigation What are the principles of anti racism research This edited collection attempts to provide some answers by bringing together works that examine the perils and desires of anti racist research with a particular focus on the notion of difference and a serious consideration of the race gender class and sexuality intersections implications of educational research *Policification of Early Childhood Education and Care* Susanne Garvis, Sivanes Phillipson, 2019-10-29 The third volume in the Early Childhood Education in the 21st Century International Teaching Family and Policy Perspectives miniseries focuses on research highlights and policy aspects of early childhood education and care from 22 different countries around the world This volume provides a platform for authors to discuss and debate the implications of research findings on current practices that reflect policies of each country The research presented spans from challenges in teacher training to case studies of family practices around early child development to problematise the key components of teacher education and family practices that impact young children s education and care By problematising the key issues chapter authors discuss the shifting paradigm of early childhood education and the importance of future research in informing these changes Offering key policy and practice insights across 19 different countries this book is a must read for early childhood educators researchers early childhood organisations policy makers and those interested to know more about early childhood within an international perspective

Major Trends and Issues in Early Childhood Education Joan P. Isenberg, 1997-01-01 Provides essential social historical and philosophical perspectives in the early childhood field Well known contributors include Stacie Goffin Marilyn Chipman James Hoot Patricia Monighan Nurot Sue Wortham Daniel Shade Shirley Raines Doris Bergen and Doris Pronin Fromberg who examine a variety of the most significant and challenging subjects including child development research play program models assessment diversity inclusion public policy and advocacy **The Wiley Handbook of Early Childhood Care and Education** Christopher P. Brown, Mary Benson McMullen, Nancy File, 2019-01-22 The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects best practices and the future directions of the field With contributions from noted experts in the field the book contains 30 interdisciplinary essays that explore in depth the central issues of early childhood care and education The handbook presents a benchmark reference to the basic knowledge effective approaches to use with young children curriculum design professional development current policies and other critical information The expert contributors address the myriad complex policy and practice issues that are most relevant today The essays provide insight into topics such as child development and diversity the sociocultural process of child development the importance of the home environment in the lives of young children early childhood special

education teaching and learning literacy and much more This important resource Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars researchers and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars researchers advocates policymakers and students of early childhood care and education The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field

Critical Issues in Special Education Audrey McCray Sorrells, Herbert J. Rieth, Paul T. Sindelar, 2004 This book represents the contributions of prominent researchers teacher educators policy makers teachers and parents on current and emerging issues facing the field of special education and their critical thinking on how to ensure that students with disabilities receive free appropriate education in the least restrictive environment The authors present divergent perspectives on the issues and concerns including a the emergence of more constructivistic instruction approaches that focus increasingly on higher order thinking b new organization structures for administering schools c standards based reform and the use of high stakes testing for evaluating students d the changing population and the increasingly diverse demographics of the students served in the public schools e the onset of the information age and the increasingly visible role of technology in the schools and the workplace f concerns about student discipline and violence in schools g the continuing shortage of qualified and certified special education teachers and h trends in higher education focused on the reform of teacher education such as changing standards for knowledge and skills preparing teachers for changing roles as mentors and changes in the teacher education process that may have precipitated or influenced issues in the field For special education providers such as parents and teachers and for anyone interested in the field of special education

Policy Issues in the Early Years Linda Miller, Denise Hevey, 2012-03-05 Providing a unique and critical insight into some of the most significant issues affecting Early Years Policy this book has chapters from leading authorities and researchers in the field and draws on current research addresses key debates and considers international perspectives Topics covered include policy making poverty disadvantage and social exclusion promoting infant mental health safeguarding and well being enhancing children s potential parenting policies and skills national strategies versus professional autonomy the marketisation of early years provision democracy as a fundamental value in Early Years Taking a critical perspective and written in an accessible style the book is relevant to all levels of Early Years courses from Foundation Degree to Masters The reader is encouraged to engage with debates and to develop their own views and opinions With staggered levels of Further Reading the editors and contributors provide a rich source of material that encourages reflection and promotes progression Linda Miller is Professor Emeritus of Early Years The Open University Denise Hevey is Professor of Early Years The University of Northampton

Embracing the Song of Phrase: An Psychological Symphony within **Critical Issues In Early Childhood Education**

In a world used by screens and the ceaseless chatter of immediate conversation, the melodic elegance and emotional symphony produced by the prepared term usually fade in to the background, eclipsed by the persistent noise and disruptions that permeate our lives. Nevertheless, set within the pages of **Critical Issues In Early Childhood Education** a marvelous fictional prize brimming with natural thoughts, lies an immersive symphony waiting to be embraced. Crafted by a masterful composer of language, that fascinating masterpiece conducts viewers on an emotional trip, skillfully unraveling the concealed songs and profound influence resonating within each carefully constructed phrase. Within the depths of this emotional examination, we can discover the book is main harmonies, analyze their enthralling writing design, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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