

Professionalism In Early Care And Education Springer

'Essential reading and a powerful tool for emerging early childhood leaders.' - Catharine Hydon, Early Childhood Consultant With increasing community insistence for quality and accountability in early childhood education and care, there is a need for effective and professional leadership in these services. *Leadership in Early Childhood* is a practical resource for early childhood practitioners who want to understand how to create and sustain successful childcare and early education settings. Fully revised and updated, this fourth edition is divided into three sections: deconstructing leadership; leadership in practice; and special responsibilities of early childhood leaders. This edition also includes new case studies, an additional chapter summarising the key contributing factors to effective leadership and examples based on an extensive international study of early childhood leaders. *Leadership in Early Childhood* has been widely used in early childhood education programs and as a professional reference text and remains a valuable resource for both students and professionals.

Early Childhood Education: Becoming a Professional is an inspiring introduction to the world of early childhood education, preparing the teachers of tomorrow to reach their full potential in their schools and communities. Written by a diverse and experienced author team (Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree-Henderson, and Alicia Valero-Kerrick), this text engages readers to connect contemporary educational and developmental theory and research to developmentally appropriate practices and applications that are easily implemented in the classroom. In response to today's ever-changing educational environment, the text focuses on both the importance of taking personal and professional responsibility, as well as today's issues in diversity—from supporting children with exceptionalities to supporting children and families in broader cultural contexts.

Theory meets practical tips in this guide for leaders of early childhood programs

The professionalism of the early childhood sector has gained prominence on the policy agendas of many countries. National pedagogical frameworks or curricula and an upsurge of pathways to gaining or upgrading qualifications has led to a pervasive terminology of professionalism. Yet, despite the pervasiveness of this terminology, the question of what professionalism means in early years contexts remains open to debate. This book draws together the work of an international group of scholars who have engaged with this question. They ask: How can professionalism be conceptualised in early childhood settings? How might one act professionally in increasingly diverse and changing social and cultural contexts? Do we have a common ground of understanding about these terms? Are there key concepts that can be agreed upon? Drawing on research and experience across a wide range of national contexts, this book seeks an understanding of early childhood professionalism in local contexts that might throw light on the global implications of this term. This book was published as a special issue in the *European Early Childhood Education Research Journal*.

BEGINNING ESSENTIALS IN EARLY CHILDHOOD EDUCATION, Third Edition, is a streamlined foundations textbook that introduces early childhood students to the field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is the teacher? and What is being taught? The four sections address the essentials of early childhood education, emphasizing multiculturalism and developmentally appropriate practice. New to this edition, "Teacher Talk" boxes are first-person accounts from teachers who reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, "Brain Research" boxes showcase some of the most important aspects of brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards, diversity, DAP, professionalism, and ethics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? *Eager to Learn* explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. *Eager to Learn* presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

'This book will be an invaluable resource for pre-service early childhood educators as they prepare not only for their placements but also their future careers. The examples, activities and reflection points are realistically representative of

events and contexts across the birth to 8 years age range. These features effectively scaffold the pre-service teacher's preparation and thinking for socially just early childhood teaching.' - Associate Professor Susan Krieg, Early Childhood Program Coordinator, Flinders University Making the transition from pre-service teacher to professional can be challenging. From field experience placements, or 'pracs', to the early years in the classroom, this text provides a comprehensive and practical guide to help every early childhood student develop their professional expertise and confidence. The authors prompt students to bring together theories learned at university with ways of working with real children in real settings, framed by the principles of recognising equity and diversity. There is clear guidance on how to be successful 'on prac', including understanding the many roles pre-service teachers will be expected to take on, and the important relationships they need to build. Lesson planning, understanding curriculum documents and fail-safe strategies for teaching in a wide range of situations and with children from wide-ranging backgrounds are all covered in depth. Suggestions for tutorial activities and further reading accompany each chapter, prompting students to engage in critical reflection and self-evaluation, while the 'On track on prac' feature will help pre-service teachers monitor and review their progress. Readers are also provided with insights from 'real world' pre-service students and professional teachers who have mentored many different students on prac. This is an essential text for all students undertaking practicums and preparing for the first years of their professional careers.

Using an interdisciplinary, topical approach, this book covers infant and toddler development from conception to age 3-- with a special focus on the family and cultural contexts of development. It also includes historical overviews and practical applications of knowledge to varied career settings such as parent education and infant/toddler childcare. Includes special boxed highlights and a developmental checklist. Historical Perspectives. Theories of Development. Research Methods. Conception and Prenatal Development. Birth. Newborn. Physical Growth and Development. Cognitive Development. Language Acquisition. Psychosocial Development. Health and Nutrition. Guidance and Early Education. For parent educators, professional childcare providers, early childhood educators, and health-care professionals.

Professionalism in Early Childhood Education Doing Our Best for Young Children Allyn & Bacon

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, From Neurons to Neighborhoods presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows.

Emphasizing the director's responsibility as a leader of both people and programs in diverse communities, DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM, Ninth Edition, covers the business and interpersonal skills child development professionals need to implement an effective program for young children and their families. It is written primarily for students of early childhood education whether or not they plan to work in the administrative aspects of the field. The book is also a rich source of updated information for practicing directors. In this thoroughly updated edition, the authors provide practical information on all aspects of directing a program, including curriculum selection; funding; budgeting; selecting, training, and supervising staff; housing the program and purchasing equipment; working with children and parents; accrediting and licensing an early childhood center; and carrying out program evaluation and quality improvement strategies. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Examines systemic issues contributing to inequities in early childhood, with ways faculty, teachers, administrators, and policymakers can work to disrupt them.

"New foreword by Rhian Evans Allvin"--Cover.

The Dangerous Rise of Therapeutic Education confronts the silent ascendancy of a therapeutic ethos across the educational system and into the workplace. Controversial and compelling, Kathryn Ecclestone and Dennis Hayes' classic text uses a wealth of examples across the education system, from primary schools to university and the workplace, to show how therapeutic education is turning children, young people and adults into anxious and self-preoccupied individuals rather than aspiring, optimistic and resilient learners who want to know everything about the world. Remaining extremely topical, the chapters illuminate the powerful effects of therapeutic education, including: How therapeutic learning is taking shape, now and in the future How therapeutic ideas from popular culture have come to govern social thought and policies How the fostering of dependence and compulsory participation in therapeutic activities that encourage the disclosing of emotions, can undermine parents' and teachers' confidence and authority How therapeutic forms of teacher training undermine faith in the pursuit of knowledge How political initiatives in emotional literacy, emotional wellbeing and 'positive mental health' propagate a diminished view of human potential throughout the education system and the workplace. The Dangerous Rise of Therapeutic Education is an eye-opening read for every teacher and leader across the field of education, and every parent and student, who is passionate about the power of knowledge to transform people's lives. It is a call for a debate about the growing impact of therapeutic education and what it means for learning now and in the future.

Internationally, documentation has gained importance in institutional contexts of early childhood during the last 20 years. This edited volume illuminates different practices and aspects of documentation in early childhood and provides

theoretically informed analytical perspectives on documentation in childhood institutions. Whilst drawing on different national and early service contexts, the edited volume explores the ways in which documentation may be consequential in childhood and in the practices of early childhood professionals. The different chapters examine assessment and normativity in documentation, children's participation in it, and the impact of documentation on professionalism. The edited volume is targeted to students, researchers and professionals in the field of education and social sciences.

Early childhood care and education (ECCE) settings offer an opportunity to provide children with a solid beginning in all areas of their development. The quality and efficacy of these settings depend largely on the individuals within the ECCE workforce. Policy makers need a complete picture of ECCE teachers and caregivers in order to tackle the persistent challenges facing this workforce. The IOM and the National Research Council hosted a workshop to describe the ECCE workforce and outline its parameters. Speakers explored issues in defining and describing the workforce, the marketplace of ECCE, the effects of the workforce on children, the contextual factors that shape the workforce, and opportunities for strengthening ECCE as a profession.

Discover engaging, effective ways to explore real-life, thorny ethical issues with early childhood professionals

"This accessible and timely book builds upon and contributes to ongoing debates surrounding professionalism in the early years workforce. In a sector where policy is rapidly changing, Jayne Osgood challenges existing assumptions concerning professional identities and questions what broader lessons might be learnt about race, ethnicity, social class and gender in early years research and practice. This engaging text: - Offers a thematic overview to the concept of professionalism in an increasingly critical area of study; - Includes unique autobiographical contributions alongside new and compelling empirical evidence; - Stimulates wider debates within a clear theoretical framework; - Provides an in-depth examination of the individual views of early years practitioners. Addressing new debates and policies from a focussed academic perspective, Narratives from the Nursery provides inspirational and enlightening reading for practitioners, researchers, policy makers and students"-- Provided by publisher.

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'.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

The long-awaited new edition of NAEYC's book Developmentally Appropriate Practice in Early Childhood Programs is here, fully revised and updated! Since the first edition in 1987, it has been an essential resource for the early childhood education field. Early childhood educators have a professional responsibility to plan and implement intentional, developmentally appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of each child served. But what is developmentally appropriate practice (DAP)? DAP is a framework designed to promote young children's optimal learning and development through a strengths-based approach to joyful, engaged learning. As educators make decisions to support each child's learning and development, they consider what they know about (1) commonality in children's development and learning, (2) each child as an individual (within the context of their family and community), and (3)

everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole. This latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in child development and learning, including new research about implicit bias and teachers' own context and consideration of advances in neuroscience. Educators implement developmentally appropriate practice by recognizing the many assets all young children bring to the early learning program as individuals and as members of families and communities. They also develop an awareness of their own context. Building on each child's strengths, educators design and implement learning settings to help each child achieve their full potential across all domains of development and across all content areas.

The role of men in early childhood education and care is crucial for the future of all children growing up in a gender sensitive world. Achieving greater diversity and gender balance in the workforce has proved a challenging goal, despite concerted efforts on the part of individuals, institutions, and governments around the world. Many men remain reluctant to enter the profession, and once they choose this work many leave. This book explores how men in the field make their career decisions to remain in or leave the profession. Taking a broad international perspective and exploring the role of gender in these career decisions, contributors from around the globe unpack how gender concepts influence men's career trajectories. Through their collaborative research, the team of 17 gender and early childhood researchers investigate various critical and relevant factors such as professionalisation, workplace environment, leadership, day to day interactions in the workplace, societal considerations, internal motivations, agency, masculinities, and critical moments in career decision making. Using cultural, racial, ethnic, and social class lenses to examine men's career decisions over their professional lives, the contributors' unique approach uncovers the complexity of the issue and offers evidence-based recommendations for policy both on national and local levels. These include practical suggestions to directors and managers who care about achieving a gender-mixed workforce. Accessible and enlightening, this is a unique resource for scholars, policymakers, and any others in the education community who support boosting the inclusion of men in early childhood education.

From the creator of the popular website Ask a Manager and New York's work-advice columnist comes a witty, practical guide to 200 difficult professional conversations—featuring all-new advice! There's a reason Alison Green has been called "the Dear Abby of the work world." Ten years as a workplace-advice columnist have taught her that people avoid awkward conversations in the office because they simply don't know what to say. Thankfully, Green does—and in this incredibly helpful book, she tackles the tough discussions you may need to have during your career. You'll learn what to say when • coworkers push their work on you—then take credit for it • you accidentally trash-talk someone in an email then hit "reply all" • you're being micromanaged—or not being managed at all • you catch a colleague in a lie • your boss seems unhappy with your work • your cubemate's loud speakerphone is making you homicidal • you got drunk at the holiday party Praise for Ask a Manager "A must-read for anyone who works . . . [Alison Green's] advice boils down to the idea that you should be professional (even when others are not) and that communicating in a straightforward manner with candor and kindness will get you far, no matter where you work."—Booklist (starred review) "The author's friendly, warm, no-nonsense writing is a pleasure to read, and her advice can be widely applied to relationships in all areas of readers' lives. Ideal for anyone new to the job market or new to management, or anyone hoping to improve their work experience."—Library Journal (starred review) "I am a huge fan of Alison Green's Ask a Manager column. This book is even better. It teaches us how to deal with many of the most vexing big and little problems in our workplaces—and to do so with grace, confidence, and a sense of humor."—Robert Sutton, Stanford professor and author of *The No Asshole Rule* and *The Asshole Survival Guide* "Ask a Manager is the ultimate playbook for navigating the traditional workforce in a diplomatic but firm way."—Erin Lowry, author of *Broke Millennial: Stop Scraping By and Get Your Financial Life Together*

In order to effectively practise as an early childhood educator it is essential to understand the theories, policies and pedagogy that shape the discipline. *Understanding Early Childhood Education and Care in Australia* provides core foundational knowledge that is critical for best practice. Part One looks at concepts of childhood and the development of mass education before examining influential theories including developmental psychology, sociology, feminisms and critical theory. Specific approaches are also analysed including Reggio Emilia, Montessori, Multiple Intelligences and HighScope. Part Two focuses on the guiding frameworks and policies in Australia and explores in depth issues affecting Indigenous children and provisions for recognising diversity and the practice of inclusion. The final section examines teaching and leadership and considers curriculum, pedagogy and assessment, building relationships between staff and families, the care of babies and infants, the environment in which early childhood education takes place and the responsibilities and professional development of teachers. This essential reference will ensure pre-service teachers develop a sophisticated understanding of how theory underpins effective practice in early childhood education.

Extending Professional Practice in the Early Years is aimed at early years practitioners engaged in on-going learning and working in a diverse range of settings. It will be of interest to those undertaking undergraduate and postgraduate training in early years, and those involved in continuing their professional development. It is a valuable and unique resource for those in the later stages of their professional development. The book encourages readers to take a critical stance in relation to a wide range of themes and issues which are reflected in the four parts of the book: - listening to children - diversity and transitions - pedagogy and practice - leadership and change. Throughout the book, authors reflect common concerns such as the rights of children, diversity and a more holistic approach to working with young children, and highlight key research in the field.

Leadership in Early Childhood is a practical resource for early childhood practitioners who want to understand how to create successful childcare and early education settings. Leadership in the early years has moved on in the way it is organised, and this fourth edition has been fully revised and updated to reflect the changes affecting leaders in early childhood. This rapid change in the field over the past few years includes moves to professionalise the workforce generally, and this edition recognizes the implications of these developments and revisits

some of the concepts and messages. Praised for its excellent overview of early years leadership, accessible writing style and clear links between theory and practice, the fourth edition also includes: Thorough discussion of the leader's role in moving towards leading/best practice. Reconceptualised coverage of team building to consider working collaboratively as a team at service level, multi disciplinary teams and integrated service provision through multi agency working. A chapter which considers the essential characteristics of leadership in terms of personal qualities, skills and timing related to effective leadership.

Every single one of the competencies discussed in this book can lead you to your next promotion or that extra bonus. The book shows how to nurture a few essential professional competencies such as creating an outstanding presentation, public speaking, effectively communicating your opinions and ideas, and becoming a credible and reliable team player. Building Professional Competencies is a call for action to become a competent player in today's workforce. SAGE Back to Basics is a distilled compilation of proven and timeless ideas and best practices for new-age and experienced leaders alike. The hand-picked collection of books—on management, leadership, entrepreneurship, branding and CSR—offer advice from management experts whose knowledge and research has impacted and shaped business and management education Other books in the series: Timeless Leadership | Advertising and Branding Basics | Leadership Lessons from Dr Pritam Singh | Corporate Social Responsibility in India | Basics of Entrepreneurship | Human Resource Development Insights | Ideate, Brainstorm, Create | Timeless Management | Soft Skills for Workplace Success

Once the Cinderella of the education system, early years education has evolved into a much more substantially funded sector with staff experiencing greater opportunities for higher-level training and education as well as increasing demands. This book reflects practitioner debates about fundamental questions such as whether or not their field of work is a profession at all. Two key arguments are presented. The first is that early years education has matured to the point that pedagogical and regulatory frameworks have been introduced and linked to a terminology of professionalism. This has opened up a space for early years practitioners – as insiders of this historically undervalued sector – to question the nature of their practice. The questioning leads to the second argument: the need for a new future for early years education marked by a 'critical ecology' of the profession. This is a future in which educators maintain an attitude of critical enquiry in all aspects of their role, assessing the genuine needs of the sector, factoring in the different political and cultural milieux that influence it, and acting to transform it. In exploring the issues, this book begins by recording in detail the daily work of early years educators from six countries: Australia, England, Finland, Germany, New Zealand and Sweden. These case studies explore what it means to act professionally in a particular context; perceptions of what being a 'professional' in early childhood education means (including practitioners' self perceptions and external perspectives); and common features of practice in each context. It moves on to analyse the wider socio-political forces that affect this day-to-day practice and recommends that practitioners act as transformative agents informed by the political and social realities of their time.

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.

The third edition of this best-selling book has been thoroughly updated to ensure that future teachers of children from birth through age eight encounter the most current ideas about how children learn, how best to teach them, and how to effectively include their families and their communities in their education. The third edition offers strengthened emphasis on professionalism and professional standards; greater coverage of curriculum; and increased discussion of the diversity of today's classrooms. Plus, it again provides Morrison's trademark trio—comprehensive coverage, inviting format, and appealing writing. For future teachers specializing in Early Childhood Education.

The goal of NAEYC's National Institute for Early Childhood Professional Development is to improve the quality of services provided to young children and their families by enhancing the quality, consistency, and accessibility of early childhood education professional preparation. In this compilation of presentations, key leaders offer their perspectives on achieving the Institute's goal of an articulated professional development system, represented by the early childhood career lattice. The first article presents the conceptual framework for this professional development system and outlines the official position of NAEYC. The remaining articles are the opinions of the authors and are presented in four parts. Part 1 indicates the different kinds of programs from which early childhood educators enter their careers and the resulting inequities in status, differences in standards for programs and practitioners, various program delivery mechanisms, and lack of consensus on cherished values. Part 2 opens with five descriptions of various components of the profession's core knowledge and emphasizes the need for specialized professional development options that build on this knowledge. Also included are articles that discuss the knowledge base for the Baccalaureate Early Childhood Teacher Education Program and a contextual model to promote professionalism in early childhood education and care. Effective strategies that can improve the day-to-day skills of professionals who are engaged in fostering each other's learning are explored in part 3. The volume concludes with practical and policy implications of this vision of a coordinated professional development system and shifts the focus to financing for professional development and compensation of early childhood staff. (BAC)

This handbook synthesizes both contemporary research and best practices in early childhood teacher education, a unique segment of teacher education defined by its focus on child development, the role of the family, and support for all learners. The first volume of its kind, the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field, including the history of early childhood teacher education programs, models for preparing early childhood educators, pedagogical approaches to supporting diverse learners, and contemporary influences on this quickly expanding area of study. Appropriate for early childhood teacher educators as well as both pre- and in-service teachers working with children from birth through 8, this handbook articulates the unique features of early childhood teacher education, highlighting the strengths and limitations of current practice as based in empirical research. It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators.

With the rapid change experienced by the Early Years Workforce over recent times, this book considers what constitutes professionalization in the sector, and what this means in practice. Bringing a critical perspective to the developing knowledge and understanding of early years practitioners at various stages of their professional development, it draws attention to key themes and issues. Chapters are written by leading authorities, and provide case studies, question and discussion points to facilitate critical thinking. Topics covered include: - constructions of professional identities - men in the early years - multi-disciplinary working in the early years - professionalization in the nursery - early childhood leadership and policy Written in an accessible style and relevant to all levels of early years courses, the book is highly relevant to those studying at Masters level, and has staggered levels of Further Reading, that encourage reflection and progression.

Bridging the gap between learning and the application of knowledge and skills in Early Years settings, this book addresses the nuanced complexities and challenges which students may face as they progress into professional practice. Built around the experiences of undergraduate students, solution-focussed chapters tackle contemporary issues such as safeguarding, new materialism, reflective practice, and working with refugee children, linking these to theoretical and philosophical models and drawing on undergraduate and practitioner insights. Providing contextualised examples, insight into key issues, and application of theory to practice, this book offers incisive solutions to support the undergraduate journey into a career, with chapters covering topics such as: Best practice as a practitioner creating a caring environment Reflecting on practice to cultivate professional development Working with and for marginalised children Reflective practice Working with Children, Families and Young People is perfect for undergraduate students on Early Years and Childhood Studies courses, as well as other courses pertaining to working with children and young families, social work, and young communities.

This book will show you how to use the pain you are going through from your divorce or broken relationship to learn how to become a whole and happy individual.

Family childcare homes provide care for hundreds of thousands of children every day. From Babysitter to Business Owner offers tried-and-true strategies for implementing established professional business practices in the home daycare environment, including:

- Developing a thorough parent handbook
- Selecting new clients
- Setting business goals
- Selecting an appropriate curriculum
- Creating "work" spaces in your home

Practical and easy to read, From Babysitter to Business Owner has everything home daycare providers need to make their business succeed. Patricia Dischler has operated Patty Cake Preschool in Prairie du Sac, Wisconsin, for over 15 years. Business & Economics / Childcare October A Paperback Original 7 x 9, 224 pp TP \$17.95 10-digit ISBN: 1-929610-68-8 USA 13-digit ISBN: 9781929610686 Author Hometown: Prairie du Sac, WI Weaving the Literacy Web Creating Curriculum Based on Books Children Love Hope Vestergaard From Goodnight Moon to The Very Hungry Caterpillar, books capture the attention and imagination of young children the way few other things can. Weaving the Literacy Web provides a framework for developing engaging, developmentally appropriate curriculum in the preschool classroom through the use of books children love. Six chapters offer an introduction to book-based webbing and ideas for activity planning, as well as helpful tips for observing children's interests and evaluating books for the classroom library.

This volume spells out more fully the principles undergirding developmentally appropriate practice and guidelines for making decisions in the classroom for young children.

"Written for those entering the field or striving to grow within the profession, early child care leader and author, Dr. Stephanie Feeney helps readers understand the nature of the profession, what it means to behave in a professional way, and where they stand in their own professional journey in her newest resource, Professionalism in Early Childhood Education: Doing Our Best for Young Children. She devotes chapters to moral and technical competence and explains what the terms profession and professional mean. Complete with self-assessments and first-hand accounts, Dr. Feeney guides readers in understanding what it means to be an educator who embodies the highest standards of professionalism in their work with children, families and colleagues."--Publisher.

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