

Early Childhood Education Swinburne

Susanne Garvis, Sivanes Phillipson, Heidi Harju-Luukkainen, Alicja Renata Sadownik

Parental Engagement and Early Childhood Education Around the World Susanne Garvis, Sivanes Phillipson, Heidi Harju-Luukkainen, Alicja Renata Sadownik, 2021-12-23 Exploring the importance of parental engagement in early childhood education, this book delves into research and practices in 25 countries to bring students, researchers, teachers and policy-makers insights into working families around the world. The incorporation and consideration of parental engagement and involvement in early childhood education are a new phenomenon to many countries. Yet, increasing research recognises the importance of parental engagement and involvement in early childhood education services, and the role both parents and teachers play to support children's learning and development. Using a range of materials from curriculum to policy documents, Garvis et al. demonstrate differences in practices and terminologies pertaining to the topic and provide an international perspective on the importance of parental involvement and engagement in early childhood education services. The content covers a range of countries as well as countries beyond an 'Anglo-Saxon' perspective. The different policy settings across these countries highlight how countries work with, and involve, parents differently, which is useful for jurisdictions where early childhood education is a developing aspect of a country's education system. Looking at cultural influences, partnership approaches, parental collaboration, institutional dominance and child involvement in parent meetings, the content offers readers real understanding of parental engagement and involvement in different settings. The readership includes students in early childhood education, and researchers, teachers, policy makers, and general members of the public interested in parental engagement or involvement in early childhood education across the globe.

Teachers' and Families' Perspectives in Early Childhood Education and Care Sivanes Phillipson, Susanne Garvis, 2019-01-30 The second volume in this Early Childhood Education in the 21st Century: International Teaching, Family and Policy Perspectives miniseries focuses on teacher and family perspectives of early childhood education and care from 19 different countries around the world. The aim of this volume is to articulate the key components of teacher education and family practices that impact young children's education and care. Each country featured in this volume presents its own unique perspective in relation to the cultural and societal constraints around teacher training and/or family practices and the thinking around those practices that are important for early childhood development. Offering a unique insight into how teachers and families work together in different countries, the book is essential reading for early childhood educators,

researchers, early childhood organisations, policy makers and those interested to know more about early childhood within an international perspective.

Assessing and Evaluating Early Childhood Education Systems Susanne Garvis, Heidi Harju-Luukkainen, Jonna Kangas, 2022-07-04 This book provides global perspectives on assessment and evaluation practices with young children in contemporary times within early childhood education systems. It critiques and evaluates current evaluation and assessment goals and tools in early childhood settings. The book also compares the different approaches to educational evaluations from different countries in early childhood education and care. It provides insights into different approaches, techniques as well as perspectives of micro and macro-levels of analysis. This book aims to create an international understanding about the thematic conceptions of assessment for early childhood education and care.

Embedding STEAM in Early Childhood Education and Care Caroline Cohrssen, Susanne Garvis, 2021-05-28 This book approaches STEAM (Science, Technology, Engineering, the Arts and Mathematics) in early childhood education from multiple angles. It focuses on the teaching and learning of children from two years of age to the early years of school. Proponents of STEAM describe how it can create opportunities for children to learn creatively, and various chapter authors make strong connections between discipline areas within the context of an informal curriculum. Others advocate for an integrated STEM, rather than STEAM, approach. With a light touch on theory and a focus on how to embed STE(A)M in an integrated early childhood curriculum, the editors and contributors examine the STEAM versus STEM question from multiple angles. The chapters provide helpful frameworks for parents, teachers and higher education institutions, and make practical suggestions of ways to support young children's inquiry learning. Drawing on pedagogy and research from around the world, this book will be of interest to scholars of STEAM education, early childhood educators, students of early childhood education and parents of young children.

Science in Early Childhood Coral Campbell, Christine Howitt, 2024-01-10 Science exploration plays a vital role in children's lives as they make sense of the world around them. Now in its fifth edition, Science in Early Childhood complements the recently updated Early Years Learning Framework (EYLF) and the Australian Curriculum: Science. It offers a comprehensive introduction to the essential elements of science learning and teaching for pre-service teachers and early childhood professionals. This edition has been revised to closely align with the EYLF and Australian Curriculum: Science. It includes more content on sustainability - a rapidly growing area in early childhood science - and a stronger focus on Aboriginal and Torres Strait Islander perspectives. Each chapter includes case studies, reflection questions and practical tasks which help to bridge the gap between theory and practical applications of new concepts. Supplementary resources are available online for instructors. Science in Early Childhood is an invaluable resource for pre-service teachers and early childhood professionals.

Early Childhood Education and Care in a Global Pandemic Linda Henderson, Katherine Bussey, Hasina Banu Ebrahim, 2022-06-23 Early Childhood Education and Care in a Global Pandemic is a book that highlights how the international early childhood education and care sector responded to the global COVID-19 pandemic. It shows the resiliency of the sector around the world as it grappled with a rapidly changing environment of uncertainty and complexity. Drawing on a diverse range of early childhood education and care contexts, the book captures real-life examples of how COVID-19 impacted children, educators and teachers, and families. Chapters present cases of the particular challenges that COVID-19 presented in a wide range of countries and then how they responded to these challenges – challenges that tested the resilience of children, educators and teachers, and families. By forward anchoring, each chapter examines the opportunities that arose from these challenges and how new local knowledge was produced as new ways were found to support children, educators and teachers, and families during this time. This book offers early childhood education and care a timely resource on lessons learnt from a once-in-a-lifetime event. It offers the sector a way forward to commit to developing new ways of thinking and working that stem from the lessons learnt during the COVID-19 pandemic.

VTAC eGuide 2016 VTAC, 2015-07-15 The VTAC eGuide is the Victorian Tertiary Admissions Centre's annual guide to application for tertiary study, scholarships and special consideration in Victoria, Australia. The eGuide contains course listings and selection criteria for over 1,700 courses at 62 institutions including universities, TAFE institutes and independent tertiary colleges.

Quality Improvement in Early Childhood Education Susanne Garvis, Hillevi Lenz Taguchi, 2021-08-28 This book explores international perspectives on quality improvement within the field of early childhood education and care. Many countries and governments are focusing on preschool quality as a way to improve entrenched inequalities and reduce social disadvantage and segregation: this book draws together various global case studies to showcase how different countries tackle aspects of quality improvement. The concept of quality is understood in different ways both culturally and contextually, and the implementation of measures to improve quality will differ from country to country. The book draws together case studies from numerous contexts to showcase various ways of working with aspects of quality improvement. Sharing important insights into policy and practice, this book guides a shared understanding of the complex nature of quality improvement within early childhood education and care.

Finnish Early Childhood Education and Care Heidi Harju-Luukkainen, Jonna Kangas, Susanne Garvis, 2022-06-02 This book highlights contemporary questions around Early Childhood Education in Finland. It explores a range of issues relating to policies and practices in Early Childhood Education and Care (ECEC). The book features many aspects of the so-called Nordic model that is evident in different practices and policies of the Finnish ECEC system. Among others topics, it discusses playful learning, storycrafting, scientific literacy, pedagogical leadership, family-related variables, and Sami language

learning. The findings provide important insights into the Finnish ECEC model and illustrate relevant issues facing Finland. All of the 14 chapters present unique research and give the reader the opportunity to understand how the ECEC services during children's early years are defined and implemented. Each chapter includes a discussion of the educational outcome and highlights critical perspectives. In Finland ECEC is seen as an investment in the future. The Finnish ECEC system is one of the most equal in the world. The high-quality education is available to both private and public sectors. National curriculum and laws for early education have gone through a significant reform during the last decade, with the quality, practices and teachers' competences being defined in order to support children's future learning skills. ECEC in Finland is a unique combination of international influences and local intentions to put each child and family at the centre of the services. The systematic and goal-oriented ECEC system consists of upbringing, education and care with an emphasis on pedagogy in order to produce excellence for the future. Its overall planning, guidance and monitoring system is one of a kind.

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.

Decisions and Dilemmas of Research Methods in Early Childhood Education Anne Keary, Janet Scull, Susanne Garvis, Lucas Walsh, 2022-07-18 This book examines the methodological decisions made by researchers working in early childhood contexts. Viewed from a researcher's perspective, each chapter explores the journey of the researcher, capturing their decision-making processes in early childhood research. Through themes such as the politics of ethics and how different cultural norms shape research in different localities, Decisions and Dilemmas of Research Methods in Early Childhood Education explores key questions such as: What are the ethical issues arising during early childhood research? Which research traditions and methodologies prevail and why? How are research subjects perceived and positioned within different research contexts? What interdisciplinary tensions or opportunities arise between different ways of working across early childhood research? The book critically unpacks how these decisions are made and by whom during the course of research.

Each chapter includes reflections of researchers working across disciplines such as education, health and social work to understand the thinking, forces and actors that shape decisions made during the research process. This is essential reading for researchers working in early childhood contexts in fields such as social work, health, education, criminology, psychology and more.

International Perspectives on Early Childhood Education and Care Susanne Garvis, Sivan Phillipson, Heidi Harju-Luukkainen, 2018-01-12 The first volume in this Early Childhood Education and Care in the 21st Century: International Teaching, Family and Policy Perspectives miniseries provides a snapshot of early childhood education and care from 19 different countries around the world. The intention is to provide a description for the policy and provision for young children and their families in each of the unique contemporary contexts. The selection of countries includes every continent in the world to provide variety across cultures, socio-economic status, location, population and other unique factors. Some chapters also share the development and history of early childhood in their country, including economic and political transitions that lead to changes in early childhood provision and policy. The book provides essential takeaways for early childhood educators, researchers, early childhood organisations, policy makers and those interested to know more about early childhood education within an international perspective.

Handbook on Families and Education Sivan Phillipson, Wendy Goff, Susanne Garvis, 2025-02-12 This timely Handbook presents vital perspectives underpinning historical, current, and emerging trends within family and education studies. Editors Sivan Phillipson, Wendy Goff and Susanne Garvis bring together a diverse collective of authors to holistically depict the unique role of families within education.

Reimagining the Academy Alison L. Black, Rachael Dwyer, 2021-11-19 This book explores the capacities and desires of academic women to reimagine and transform academic cultures. Embracing and championing feminist scholarship, the research presented by the authors in this collection holds space for a different way of being in academia and shifts the conversation toward a future that is hopeful, kind and inclusive. Through exploring lived experiences, building caring communities and enacting an ethics of care, the authors are reimagining the academy's focus and purpose. The autoethnographic and arts-based research approaches employed throughout the book provide evocative conceptual content, which responds to the symbolic nature of transformation in the academy. This innovative volume will be of interest and value to feminist scholars, as well as those interested in disrupting and rejecting patriarchal academic structures.

My Mum Has Gone to Sleep Soundly Forever Thi Kim Huong Nguyen, 2013-02-13 MY MUM HAS GONE TO SLEEP SOUNDLY FOREVER This is a very lovely and heartwarming emotional story for young children aged 7 and older to explore the content of the story, to learn to develop and to extend their developmental domains in imaginative skills, language skills, social skills and most importantly their emotional skills. Throughout this story, children will begin to learn how to put

themselves in others situations, how to feel others feelings particularly in pitiable events and what they should do to soothe peoples pain. This will also be a wonderful opportunity for children to explore their feelings and to foster and nurture their emotional skills in a warm and trusting environment so they will gradually learn how to share with someone their deepest and sincerest heart. Day by day, children will be consistently guided and educated in the belief that being willing to give someone their honest sympathy and empathy is the nicest way to be and children will be encouraged to empathise with others misery. When they grow up they will know how to live, to behave, to sacrifice, to forgive, to love, to strive for better achievements and finally how to participate in creating a perfect and highly dignified society. Furthermore, after reading this story, children will gradually know how lucky and happy they are to be with their Mum, how cosy and marvellous it is to be in their Mums arms and to have her care, love and protection. They will then recognise, value and appreciate their beloved Mothers hard work.

Nurturing Nature and the Environment with Young Children Janice Kroeger, Casey Y. Myers, Katy Morgan, 2019-05-01 This book, at the intersection of early childhood and reconceptualizing practice, looks at how practitioners, theorists, and teachers are supporting young children to care about the environment differently. Despite the current popularity of post-human perspectives, in social science more broadly and in early childhood studies more specifically, this is one of few to make visible international practices and perspectives that emerge at the intersection of early childhood education, environmental justice, sustainability, and intergenerational/interspecies communities. The book provides an innovative exploration of the links between children, elders, and nature. With contributions from established scholars, practitioners, and newcomers this book reframes educating for social justice within an ecological landscape; one in which young children and their elders are mobilized to understand, reconceptualize and even undo negative environmental impact, whilst grappling with the ways in which the earthly forces are acting upon them. Specific theoretical chapters (spirituality, nature, critical and post-human/materiality, pragmatics, and constructivism approaches) are blended with applications of pedagogic strategies from across the globe. This book responds to a growing interest among early childhood professionals and scholars for sustainably focused and ethically reimagined programs. This collection rewards the reader with opportunities to critically reflect on their own practice, delves into new terrestrial collectives, and explores new pedagogical pathways. It will be essential reading for practitioners and scholars alike.

Inclusion, Equity, Diversity, and Social Justice in Education Sara Weuffen, Jenene Burke, Margaret Plunkett, Anitra Goriss-Hunter, Susan Emmett, 2023-03-12 This book presents an edited collection of critical discourse situated in the fields of diversity and inclusion broadly, and more specifically, within the discipline of education. Each chapter articulates the importance of educational diversity in achieving the United Nations Sustainable Development Goal 4. The edited collection presents a grounding narrative of equitable learning opportunities and experiences via interpretivist theoretical frameworks

and student-centered methodologies. The combination of these approaches, combined within the strong and scholarly-informed social justice lens, reminds us, that the onus of education is to acknowledge, recognise, respect, and engage with the diverse student cohorts, learning needs, and multiple knowledges and cultures that exist in educational contexts. This edited collection creates a holistic discourse around the experiences, interrogations, and innovations occurring within education communities to foreground deeper and more holistic understanding of the intersectionality of diversity and inclusion existing within the contemporary educational settings.

International Perspectives on Early Childhood Teacher Education in the 21st Century Wendy Boyd, Susanne Garvis, 2021-10-22 This book provides significant information regarding the policies and provisions for early childhood teacher education programs in universities in fourteen different countries. Early childhood education and care (ECEC) is expanding rapidly across the globe with unprecedented numbers of children attending EC centres, requiring the investment in educators to provide good quality ECEC. Yet, there is an inconsistent approach to early childhood teacher preparation and the quality of existing programs is not known. Each country's contributing author/s is/are well known in their field for their in-depth knowledge of early childhood teacher education programs including content, structure, and professional experience that works within the scope of policy and registration agencies. The chapters address the current situation of staffing—shortage or oversupply—of early childhood teachers in their country. The book informs policy regarding content of early childhood teacher preparation programs and provides evidence of current courses across many under-represented countries throughout the world. It makes a significant contribution to understanding the environment for early childhood teacher programs.

Immersive Learning in Teacher Education: Simulated Environments, Tools, and Practices Goff, Wendy May, 2025-06-17 As the demand for educators continues to grow, teacher preparation programs must evolve to equip future teachers with the skills and confidence needed for today's dynamic classrooms. Using innovative technologies such as virtual simulations, augmented reality, and AI platforms has transformed teacher education. These immersive tools provide safe, controlled spaces where aspiring educators can practice, reflect, and refine their instructional strategies in real time. By bridging theory and practice, immersive learning empowers teacher candidates to develop critical competencies and adapt more effectively to the realities of diverse educational settings. *Immersive Learning in Teacher Education: Simulated Environments, Tools, and Practices* explores the use of immersive technology in higher education. The book uses examples from accredited governments and education departments from around the world and serves as a source of possibility and inspiration for academics and faculties across the higher education landscape as well as for classroom teachers working in schools and other educational settings. Covering topics such as AI, gamification, and virtual reality, this book is an excellent resource for teachers, higher education faculty, and policymakers, academicians, researchers, and more.

Early Language Learning Policy in the 21st Century Subhan Zein, Maria R. Coady, 2021-09-22 This volume analyses the policymaking, expectations, implementation, progress, and outcomes of early language learning in various education policy contexts worldwide. The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level. The languages considered include learning English as a second language in primary schools in Japan, Mexico, Serbia, Argentina, and Tanzania; Spanish language education in the US and Australia; Arabic as a second language in Israel and Bangladesh; Chinese in South America and Oceania; and finally, early German teaching and learning in France and the UK.

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