



BEYOND QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE

LANGUAGES OF EVALUATION

Gunilla Dahlberg, Peter Moss and Alan Pence

Routledge Education Classic Editions

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Beyond Quality In Early Childhood Education And Care Languages Of Evaluation

Olivia Saracho



Beyond Quality In Early Childhood Education And Care Languages Of Evaluation:

Beyond Quality in Early Childhood Education and Care Gunilla Dahlberg, Peter Moss, Alan Pence, 2013-10-23 Taking a broad approach *Beyond Quality in Early Childhood Education and Care* relates issues of early childhood to the sociology of childhood philosophy ethics political science and other fields and to an analysis of the world we live in today It places these issues in a global context and draws on work from Canada Sweden and Italy including the world famous nurseries in Reggio Emilia Working with postmodern ideas this book questions the search to define and measure quality in the early childhood field and its tendency to reduce philosophical issues of value to purely technical and managerial issues of expert knowledge and measurement With a brand new Preface to this classic text the authors argue that there are other ways than the discourse of quality for understanding and evaluating early childhood pedagogical work and relate these to alternative ways of understanding early childhood itself and the purposes of early childhood institutions *Beyond Quality in Early Childhood Education and Care* Gunilla Dahlberg, Peter Moss, Alan R. Pence, 2007 Taking a broad approach this edition relates issues of early childhood to the sociology of childhood philosophy ethics political science and to an analysis of the world we live in today Beyond Quality in Early Childhood Education and Care Gunilla Dahlberg, Peter Moss, Alan R. Pence, 1999 Working with postmodern ideas *Beyond Quality in Early Childhood Education and Care* challenges received wisdom and the tendency to reduce philosophical issues of value to purely technical issues of measurement and management In its place it offers alternative ways of understanding early childhood early childhood institutions and pedagogical work It gives full consideration to the importance of social construction and meaning making and to documentation and dialogue The book places issues of early childhood into a global context and relates them to writers from many fields Drawing on work with aboriginal peoples in Canada on the experience of Reggio Emilia in Italy and on a project in Stockholm inspired by Reggio the book considers the implications of these alternative ways of understanding for practice and a reconceptualization of early childhood education and care **Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education** Olivia Saracho, 2015-08-01 Researchers educators professional organizations administrators parents and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs This interest has developed swiftly during the last decades The National Association for the Education of Young Children NAEYC and the National Association of Early Childhood Specialists in State Departments of Education NAECS SDE developed a position statement titled Early childhood curriculum assessment and program evaluation Building an effective accountable system in programs for children birth through age 8 to address related trends issues guiding principles and values Appropriate and well designed evaluations need to address several audiences including researchers educators policy makers children and parents They need to encourage the implementation of a strong foundation that improves the quality of the children s education Child assessment and program evaluation can lead to effective results and better accountability for

preschool kindergarten and primary school programs The purpose of this volume is to share a collection of research strands on contemporary perspectives on research in assessment and evaluation in early childhood education It provides a review and critical analysis of the literature on assessment and evaluation of programs children teachers and settings The volume begins with a brief introductory chapter that presents the reader with a map of the area laying out the issues and alternatives and linking these to the chapters that follow It addresses several areas including 1 understanding assessment and evaluation with young children 2 schools and assessment implications 3 teacher evaluation and professional development 4 social relationships and assessment 5 content areas in early education assessment 6 technology and assessment and 7 conclusion with future research directions in assessment and evaluation in early childhood education The volume is of interest to researchers educators policy makers university faculty graduate students and general readers who are interested in research on assessment and evaluation in early childhood education The chapters are authored by established scholars in the field

Quality in the Early Years Emma Slaughter, 2016-05-16 The term quality is frequently used in early years practice both in professional discussions and in key policy and literature but often without question or an agreed understanding of what quality is and as though it is an entirely unproblematic concept Through a series of inspiring and thought provoking chapters this book supports you in considering and developing your own notion of quality early years practice across a broad range of key strands of early years provision from the environment to policies from work with vulnerable children and babies to curriculum and research This book helps you to construct your own idea of quality and challenges you to develop your own understanding through stimulating discussion and reflection points A key argument is that whilst there are several indicators and measures of quality there is no one universally agreed definition of quality in early years provision and hence developing your own notion of quality and working towards that with others is paramount Key features include Consideration of what quality looks like within a contemporary early years landscape How you might deliver quality practice when other influences might appear to hinder or contradict this Reflection points to help you embed and link your learning to practice A graduated approach for a greater depth of engagement with the topic and relevant literature With each chapter written by an early years expert *Quality in the Early Years* is a vital companion for those studying towards any early years qualification as well as established practitioners and leaders within the field

Recent Perspectives on Early Childhood Education in Canada Nina Howe, Larry Prochner, 2012-10-03 Early childhood education is critical for preparing children for success in formal school settings and as such is a major concern throughout the world This volume brings together ground breaking research in this area to help practitioners students policy makers curriculum designers and intervention program developers understand the latest ideas and advances in the field *Recent Perspectives of Early Childhood Education and Care in Canada* centres on three key themes The first provides a survey of historical social policy economic and provincial regulations and policies related to early childhood education and care The second focuses on issues related to children's learning curriculum and teachers The

final theme addresses recent developments in government involvement in early childhood education and care that are unique to Canada The contributors to this volume demonstrate the pressing need that exists to further public discussion on early childhood education to help policymakers shape better decisions for Canadian families

Nordic Approaches to Evaluation and Assessment in Early Childhood Education and Care Urban, Mathias, Reikerås, Elin, Eidsvåg, Gunnar Magnus, Guevara, Jennifer, Saegø, Janken, Semmoloni, Carolina, 2022-02-21 Available online <https://pub.norden.org/temanord2022/512> Policy makers educators and scholars observe with interest how Nordic countries organise services for the education and care of the youngest children The Nordic model of ECEC has become synonymous with a holistic children's rights based approach to pedagogy grounded in democratic values But as societies keep changing what exactly characterises the Nordic model today Given the diversity between and within countries are there common principles We investigated the values and principles that underpin the evaluation of early childhood education and care in five Nordic countries Denmark Finland Iceland Norway Sweden We found that a Nordic approach to evaluation still exists although it is changing not least under the influence of wider international developments An important aspect of the Nordic approach is the central role given to the local and municipal context

Flows, Rhythms, and Intensities of Early Childhood Education Curriculum Veronica Pacini-Ketchabaw, 2010 In this book a group of researchers and educators consider in detail the possibilities and tensions of curriculum making in early childhood education The book discusses a wide range of issues related to postfoundational approaches to curriculum such as the images of children and educators pedagogical narrations reflective practice transitions and routines the visual arts social change and family educator involvement in the classroom

The Quality Agenda in Early Childhood Education Elise Hunkin, 2019-11-26 This book investigates notions of quality in early childhood settings both in Australia and globally After experiencing quality reform as an educator the author turned to research as a means by which to better understand early childhood quality reform and agenda over time This book questions how early childhood reform policy and agenda have constructed quality what it is presumed to be and do over time and the implications of these truths Taking a Foucauldian governmentality view of the history of Australian early childhood services the impetus for the quality reform era the quality reform policy assemblages and the contemporary post reform era this book rigorously examines prevailing policy assumptions ambitions and deployments of quality and warns of an emerging ambition for only quality settings in early childhood This book will appeal to early childhood students and educators education policy sociologists and all who are interested in reclaiming early childhood education and care

Professionalism in Early Childhood Education and Care Carmen Dalli, Mathias Urban, 2013-09-13 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

Beyond Binaries in Education Research Warren Midgley, Mark A. Tyler, Patrick Alan Danaher, Alison Mander, 2012-03-28 Beyond Binaries in Education Research explores the ethical methodological and social justice issues relating to conceptualizations of binary opposites in education research particularly where one side of the dualism is perceived to be positive and the other negative In education research these may include ability disability academic vocational adult child formal informal learning male female research practice researcher participant sedentary mobile and West East Chapters in this book explore the resilience of binary constructions and present conceptual models for moving beyond them and or reconceptualizing them to facilitate more productive approaches to education provision With contributors from authors working in a multitude of educational fields and countries this book provides a significant contribution to the ongoing challenge to seek new ways to move beyond binaries in education research *The Role of the Pedagogista in Reggio Emilia* Stefania Giamminuti, Paola Cagliari, Claudia Giudici, Paola Strozzi, 2023-11-30 The Role of the Pedagogista in Reggio Emilia offers unparalleled insight into dialectic encounters between teachers pedagogistas and atelieristas in the world renowned municipal early childhood services of the city of Reggio Emilia It sheds light on the system and culture that cares for and sustains an enduring educational experience for the common good Emerging from a collaborative research project with Reggio Children and the Preschools and Infant toddler Centres Istituzione of the Municipality of Reggio Emilia this book features in depth observations of pedagogistas teachers and atelieristas as well as interviews with key figures in Reggio Emilia Children s learning is thoughtfully emphasised as the authors render the inextricable connection between theory practice research framing documentation and progettazione as artful collective experimentation The authors illuminate how Reggio Emilia s system sustains reciprocal professional formation through progettazione contesting dominant marketplace discourses of early childhood education as a commodity and re imagining settings driven by values of reciprocity artistry culture and the common good By troubling conventional views on education and care professionalism of teachers and educational leadership this book will appeal to all those who long for something different and hope to shift the field of possibility for early childhood education culturally socially pedagogically and politically It will be a key resource for teachers leaders policy makers and scholars in the whole field of education *Contemporary Perspectives On Early Childhood Education* Yelland, Nicola, 2010-03-01 This book considers and interrogates a range of new and critical issues in

contemporary early childhood education It discusses both fundamental and emerging topics in the field and presents them in the context of reflective and contemporary frameworks *Teaching and Learning with Infants and Toddlers* Mary-Jane Maguire-Fong,2014-12-01 This groundbreaking book explores infants amazing capacity to learn and presents a reflective approach to teaching inspired by the early childhood schools in Reggio Emilia Italy Readers will find valuable insights into how to design an infant care program plan curriculum assess learning and work with families User friendly features include vignettes photographs of infant classrooms diagrams and instructive charts research highlights and questions for reflection

Feminism(s) in Early Childhood Kylie Smith,Kate Alexander,Sheralyn Campbell,2017-04-26 This unique book brings together international scholars from around the globe to examine how different feminist theories are being used in early childhood research policy and pedagogy The array of feminist discourses captured by the authors offer contextualised possibilities for disrupting dominant patriarchal beliefs and producing change The authors address and challenge how early childhood experiences institutions and practices produce gendered effects across and within diverse contexts and demonstrate how feminism s in action can be used to reconceptualise research methods government policy children s learning teaching practice and educational resources In this way the book contributes to creating new knowledge connections and community alliances in the global effort to end gender based inequalities across local and global communities *Nordic Social Pedagogical Approach to Early Years* Charlotte Ringsmose,Grethe Kragh-Müller,2016-10-21 This book studies the major characteristics of the social pedagogical approach to early childhood education and care It does so by investigating the distinctive elements of the Nordic approach and tradition The cultural educational and ideological structures and values within the Nordic tradition indicate a strong social pedagogical rather than early education emphasis The Nordic tradition applies a social learning approach that emphasizes play relationships and outdoor life and presumes that learning takes place through children s participation in social interaction and processes Set against this background the book examines the characteristics of the pedagogue and the important features that develop through the Nordic approach It compares children educated in the Nordic tradition with those educated in the French English and Anglo American tradition It explores quality in relation to how children can enjoy childhood and at the same time become able to actively participate in society and develop the social and cognitive skills and competences that individuals require to do well in society

Privatization of Early Childhood Education and Care in Nordic Countries Håkon Solbu Trætteberg,Karl Henrik Sivesind,Maiju Paananen,Steinunn Hrafnisdóttir,2023-09-08 This book explores the increasing role of private providers in early childhood education and care ECEC as they become a core part of the Nordic welfare model one that once rejected for profit involvement in public welfare Within this context ECEC has become the key battleground over private providers role in the welfare system Chapters compare five Nordic countries Iceland Finland Denmark Sweden and Norway to discuss possible benefits from having different types of providers public nonprofit and for profit in the welfare mix To conclude the authors

also provide a comparative perspective on governance of the ECEC sector and on the development and functions of the Nordic welfare model

Exploring and Celebrating the Early Childhood Practitioner Carla Solvason, Rebecca Webb, 2022-11-01 This exciting new book celebrates interrogates and re imagines the complex and demanding role of the Early Childhood Practitioner Exploring the many different facets of the Early Childhood Practitioner s ECP role it challenges normative constructions of practitioners and how they have been shaped by assumptions of history culture and policy Drawing on a range of theoretical presumptions and debates the chapters champion the multidimensional power and potentiality of the ECP arguing for greater respect and recognition for a role that supports and enables at a crucial time in a child s life With opportunities for reflection key topics include The specialist pedagogical expertise of the ECP The key role that ECPs play in the child s holistic wellbeing The ECP as diplomat across many professional contexts effectively communicating with families and professionals The creative ECP pushing traditional normative boundaries of practice The ECP as so much more than they are customarily perceived as being This latest addition to the TACTYC series will be valuable reading for Early Years students particularly on Masters level courses as well as those working and researching in the Early Years sector

Teachers' and Families' Perspectives in Early Childhood Education and Care Sivan 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

Leadership in Early Childhood Education Joce Nuttall, Linda Henderson, Elizabeth Wood, Jenny Martin, 2024-06-12 The book presents a conceptual framework for understanding leadership for effective educator learning in early childhood settings The book describes how leaders can move centre practices from crisis to stabilization It argues that a core component of leaders work in early childhood settings is to construct and enact epistemological accounts of practice change The book includes case examples that bring to life the contexts early childhood services and services leaders who participated in the research The book also describes the application of cultural historical activity theory to the development of practice in early childhood education It describes how background theory literature and data can be synthesized to create new focal theory in education Readers will benefit from the theory that is presented establishing a sound basis for testing in future research in schools as well as in early childhood education Joce Nuttall and

team are congratulated for their ground breaking scholarly endeavour in designing implementing validating findings and then writing a book that unambiguously connects theory policy practice in enacting leadership in early childhood settings This book is ambitious eloquent and inspirational The research was driven by a bold vision to build a new theorisation of early childhood leadership The writing style of the book makes the complex clear and easy to digest and thereby strengthening its readability and understanding The comparative lens adopted in the study underscores the neoliberal control of the working lives of early childhood leaders in both Australia and England The use of case study narratives to explain various aspects including the study design and methodology was refreshingly engaging Notes of encouragement addressed to novice researchers such as those embarking on higher degree studies also provide apt guidance about the messiness of conducting qualitative research The book is infused with lots of examples demonstrating the transformative power of learning especially when expertly scaffolded by the research team and thereby increasing practitioner agency and quality improvement across the early childhood setting If professional autonomy is the driver of reform and change then we must find ways to nurture strong educational leaders who can think outside the box Overall Nuttall and team succeed in arousing learning rich possibilities for reimagining early childhood leadership in theory and in practice and thereby making a magnificent contribution to the scholarship of educational leadership Professor Manjula Waniganayake PhD Macquarie University Sydney Australia

The book delves into Beyond Quality In Early Childhood Education And Care Languages Of Evaluation. Beyond Quality In Early Childhood Education And Care Languages Of Evaluation is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Beyond Quality In Early Childhood Education And Care Languages Of Evaluation, encompassing both the fundamentals and more intricate discussions.

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 6. In chapter 5, this book will draw a conclusion about Beyond Quality In Early Childhood Education And Care Languages Of Evaluation. This chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Beyond Quality In Early Childhood Education And Care Languages Of Evaluation.

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