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Early Childhood Education



New Titles and Key Backlist 2011/2012

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Early Childhood Education

New Titles and Key Backlist 2011/2012

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Contesting Early Childhood Series

Peter Moss, Thomas Coram Research Unit, Institute of Education, UK and
Gunilla Dahlberg, Institute of Education, Stockholm, Sweden

This groundbreaking series examines the possibilities and risks arising from the accelerated development of early childhood services and policies, and illustrates how it has become increasingly steeped in regulation and control. Insightfully, this collection of books shows how early childhood services can in fact contribute to ethical and democratic practices. The authors explore new ideas taken from alternative working practices in both the western and developing world, and from other academic disciplines such as developmental psychology. Current theories and best practice are placed in relation to the major processes of political, social, economic, cultural and technological change occurring in the world today.

NEW IN 2012

Contesting Early Childhood and Opening for Change

Gunilla Dahlberg, Institute of Education, Stockholm, Sweden and **Peter Moss**, Thomas Coram Research Unit, Institute of Education, UK

This book offers a review of the emerging critique of the dominant discourse and examines the possibilities for change that alternative discourses are opening up, both theoretically and in actual practice. Through argument and example this book: provides many examples of emerging new practice; discusses the conditions needed to further this process; of experimentation, diversification and renewal; offers a democratic challenge to everyone interested in early childhood.

October 2012: 234 x 156: 192pp
Hb: 978-0-415-46860-2: **\$150.00**
Pb: 978-0-415-46861-9: **\$41.95**

For more information, visit:
www.routledge.com/9780415468619

Movement and Experimentation in Young Children's Learning

Deleuze and Guattari in Early Childhood Education

Liselott Mariett Olsson, University of Stockholm, Sweden

2009: 216 x 138: 264pp
Hb: 978-0-415-46866-4: **\$140.00**
Pb: 978-0-415-46867-1: **\$42.95**
eBook: 978-0-203-88123-1

For more information, visit:
www.routledge.com/9780415468671

Art and Creativity in Reggio Emilia

Exploring the Role and Potential of Ateliers in Early Childhood Education

Vea Vecchi, Education Consultant, Italy



This book explores the contribution of art and creativity to early education in the pioneering pre-schools of Reggio Emilia, through the unique experience of Vea Vecchi, one of the first atelieristas to be appointed in Reggio Emilia in 1970.

2010: 234 x 156: 224pp
Hb: 978-0-415-46877-0: **\$140.00**
Pb: 978-0-415-46878-7: **\$45.95**
eBook: 978-0-203-85467-9

For more information, visit:
www.routledge.com/9780415468787

Going Beyond the Theory/Practice Divide in Early Childhood Education

Introducing an Intra-Active Pedagogy

Hillevi Lenz Taguchi, University of Stockholm, Sweden

2009: 216 x 138: 224pp
Hb: 978-0-415-46444-4: **\$145.00**
Pb: 978-0-415-46445-1: **\$42.95**
eBook: 978-0-203-87295-6

For more information, visit:
www.routledge.com/9780415464451

NEW IN 2012

**Innocence, Knowledge and the Construction of Childhood**

The Contradictory Nature of Sexuality and Censorship in Children's Contemporary Lives

Kerry Robinson, University of Western Sydney, Australia

This book provides a critical examination of the discourses that underpin the regulation of children's access to certain knowledge - understood as 'difficult knowledge' - and highlights the way this regulation contributes to the construction of childhood, to children's vulnerability, to broader social relationships (including adult-child relations of power), and to the constitution of the 'good' future citizen in developed countries.

Through this analysis, the author critically engages with the relationships between childhood, innocence, moral panic, censorship and notions of citizenship. She argues that the regulation of children's access to particular knowledge largely stems from the social construction of childhood innocence and the socio-cultural-political values that constitute and define childhood. This book explores how and why the strict regulation of children's knowledge, often in the name of protection or in the child's best interest, can ironically, increase children's prejudice around difference, increase their vulnerability to exploitation and abuse, impact on their health and well being, and undermine their competence as children, as well as their abilities to become competent adolescents and adults.

May 2012: 234 x 156: 160pp
Hb: 978-0-415-60967-8: **\$120.00**
Pb: 978-0-415-60763-6: **\$39.95**

For more information, visit:
www.routledge.com/9780415607636

Children's Drawing and Writing

The Remarkable in the Unremarkable

Diane Mavers, University of London, UK

Series: Routledge Research in Education

Children's everyday text making is remarkable in its very ordinariness. This book investigates the multiple ways in which children make meaning as they draw and write - in copying, online messaging, spelling 'mistakes', shading, layout - at home and at school, on the page and on the screen.

2010: 6 x 9: 162pp
Hb: 978-0-415-96155-4: **\$125.00**
eBook: 978-0-203-84436-6

For more information, visit:
www.routledge.com/9780415961554

NEW IN 2012

**Understanding Families, Diversity and Home-School Revelations**

Gianna Knowles, University of Chichester, UK and **Radhika Holmstrom**, freelance journalist

A child's family background is one of the central factors that can determine a child's capacity to achieve in their early years and primary education. Early years settings and schools need to embrace the diverse nature of family life and must understand how to work effectively, knowledgeably and sympathetically with the families of their pupils.

It will help the reader to develop their skills, knowledge and understanding of their professional practice in education, and chapter by chapter explores the issues associated with a wide range of non-traditional family settings.

The authors engage the reader with the voice of the children and families they are working with through the use of case study examples throughout, and provide reflective activities to help the reader consider how to develop their practice in relation to the insights provided.

August 2012: 234 x 156: 172pp
Hb: 978-0-415-69403-2: **\$145.00**
Pb: 978-0-415-69404-9: **\$35.95**
eBook: 978-0-203-5126-6

For more information, visit:
www.routledge.com/9780415694049

RELATED JOURNALS

Early Years: An International Journal of Research and Development (CEYE)
www.tandf.co.uk/journals/earlyyears

European Early Childhood Education Research Journal (EECERJ)
www.tandf.co.uk/journals/eecerj

Journal of Research in Childhood Education Official Journal of the Association for Childhood Education International
www.tandf.co.uk/journals/UJRC

*NHSA Dialog
A Research-to-Practice Journal for the Early Childhood Field
Official Journal of the National Head Start Association*
www.tandf.co.uk/journals/HNHD

NEW

2nd Edition



Developing Thinking and Understanding in Young Children

An Introduction for Students

Sue Robson, Roehampton University, UK

Praise for previous edition: **'This is an excellent book which provides a very comprehensive review of contemporary theory and research concerned with young children's cognitive development, particularly as it relates to educational contexts and issues in the early years of schooling.'** – *Early Years Journal*

This text presents a comprehensive, accessible overview of contemporary theory and research about young children's developing thinking and understanding, aimed at all those interested in how young children develop. Sue Robson explores: theories of cognitive development; the social, emotional and cultural contexts of children's thinking; children's conceptual development; visual thinking; approaches to supporting the development of young children's thinking and understanding; latest developments in brain science and young children; and the central roles of play and language in young children's developing thinking.

This new, second edition has been comprehensively updated with discussion of the most recent research and theory and inclusion of new examples, all drawn from practice, to illustrate key ideas. It includes a new chapter on young children's musical thinking, expanded sections on self regulation, metacognition and creative thinking, and the use of video and discussion to observe and describe young children's thinking, ensuring that this edition looks at the most recent developments as well as continuing to be focussed on central issues for those working with young children.

February 2012: 246 x 174: 224pp
Hb: 978-0-415-60969-2: **\$128.00**
Pb: 978-0-415-60971-5: **\$31.95**

For more information, visit:
www.routledge.com/9780415609715

RELATED JOURNALS

Education 3-13: International Journal of Primary, Elementary and Early Years Education (RETT)

www.tandf.co.uk/journals/ed3-13

International Journal of Early Years Education (CIEY)

www.tandf.co.uk/journals/ijeye

NEW

2nd Edition



Developing Your Portfolio: Enhancing Your Learning and Showing Your Stuff

A Guide for the Early Childhood Student or Professional

Marianne Jones and Marilyn Shelton, both at California State University, Fresno, USA



Portfolios have often been used as a way for teachers to monitor and assess their students' progress, but this book picks up on the current trend of using portfolios to assess teachers themselves as part of their degree requirements. As a professional development tool, portfolios are also useful for classroom teachers in evaluating their practice, and in showcasing their skills and accomplishments for use in interviews.

Veteran teacher educators Marianne Jones and Marilyn Shelton provide practical and comprehensive guidance specific to the needs of pre- and in-service teachers of young children. This thoroughly revised and updated new edition features:

- A flexible and friendly approach that guides students at varying levels of experience through the portfolio process.
- New material on the portfolio planning stage and additional coverage on the importance of developing a personal philosophy.
- A companion website with additional instructor materials such as printable templates, exercises for improving portfolio skills, and more.

Both theoretical and practical, the book addresses issues and mechanics related to process and product, instruction and guidance techniques, the role of reflection, and assessment strategies.

March 2011: 7 x 10: 184pp
Hb: 978-0-415-80051-8: **\$130.00**
Pb: 978-0-415-80052-5: **\$26.95**
eBook: 978-0-203-83503-6

For more information, visit:
www.routledge.com/9780415800525

NEW

Early Childhood Teacher Research

From Questions to Results

Kathryn Castle, Oklahoma State University, USA



Accessible and interactive, this book touches upon the important issues every early childhood teacher should know: the uniqueness of early childhood teacher research, reasons for doing it, and how to do it. In this comprehensive guide, Kathryn Castle explores each stage of teacher research, from conceptualization, generating research questions, identifying

data sources, gathering and analyzing data, interpreting results, sharing results, to taking action based on results.

Special features included in each chapter:

- *Teacher Researcher Journal* prompts the reader to record ideas for research questions and to develop a plan for doing research.
- *From the Field* provides rich examples of real early childhood teacher researchers and their perspectives on doing teacher research.
- *Reflections* ask readers to pause and think deeply about relating content to their own situations.
- Exploration of additional content, websites, resources, and activities are located in each chapter to help the reader go further in constructing their knowledge of teacher research.

August 2011: 7 x 10: 192pp
Hb: 978-0-415-87758-9: **\$130.00**
Pb: 978-0-415-87759-6: **\$28.95**
eBook: 978-0-203-83568-5

For more information, visit:
www.routledge.com/9780415877596



History of Early Childhood Education

V. Celia Lascarides and Blythe F. Hinitz, College of New Jersey, USA

History of Early Childhood Education presents a thorough and elegant description of the history of early childhood education in the United States. This book of original research is a concise compendium of historical literature, combining history with the prominent and influential theoretical background of the time. Covering historical threads that reach from ancient Greece and Rome to the early childhood education programs of today, this in-depth and well-written volume captures the deep tradition and the creative knowledge base of early care and education. *History of Early Childhood Education* is an essential resource for every early childhood education scholar, student, and educator.

February 2011: 7 x 10: 688pp
Hb: 978-0-415-31794-4: **\$155.00** • Pb: 978-0-415-89353-4: **\$69.95** • eBook: 978-0-203-81421-5

For more information, visit: www.routledge.com/9780415893534

NEW

Researching Young Children's Perspectives

Debating the Ethics and Dilemmas of Educational Research with Children

Edited by **Deborah Harcourt**, Australian Catholic University, Australia, **Bob Perry**, Charles Sturt University, Australia and **Tim Waller**, Wolverhampton University, UK



'Deals with topic of central importance to all of our students and highlights the issues which they need to consider in a clear and informative way. Up to date and a good read.' – Jane Read, University of Roehampton, UK

'This is a clearly written book that provides students with useful information on issues surrounding research and children. Many of our students indicate that they find interaction with children and their carers / teachers problematic and this text goes some way to providing them with the practical guidance to approach their research.' – Robert Watts, University of Roehampton, UK

Researching Young Children's Perspectives critically examines the challenges and complexities of rights based, participatory research with children. Rather than approaching these dilemmas as problematic issues, this book positions them as important topics for discussion and reflection.

March 2011: 234 x 156: 224pp
Hb: 978-0-415-60490-1: **\$120.00**
Pb: 978-0-415-60494-9: **\$36.95**
eBook: 978-0-203-83043-7

For more information, visit:
www.routledge.com/9780415604901

NEW



Professional and Social Identities in the Early Years

Narratives from the Nursery

Jayne Osgood, London Metropolitan University, UK

Jayne Osgood questions what broader lessons might be learnt about 'race', gender and class from an analysis of early years practitioners' experiences of work, their identities, aspirations and life trajectories. This fascinating and accessible text: offers a thematic overview, drawing together the findings to explore the importance of autobiography for professionalism in early years practice; includes unique autobiographical contributions and compelling empirical evidence showing how early years practitioners come to understand themselves as professional; provides an in-depth examination of the views of early years practitioners; explores the treatment of professionalism and the notable absence of debates around race/ethnicity, gender and social class in research and practice.

December 2011: 234 x 156: 136pp
Hb: 978-0-415-55621-7: **\$125.00**
Pb: 978-0-415-55622-4: **\$42.95**

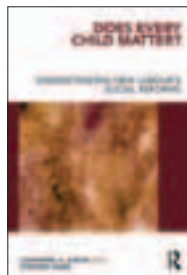
For more information, visit:
www.routledge.com/9780415556224

Does Every Child Matter?



Understanding New Labour's Social Reforms

Catherine A. Simon and Stephen Ward, both at Bath Spa University, UK



Every Child Matters represents the most radical change to education and welfare provision in almost two decades. This book moves beyond a descriptive 'how-to' framework to examine the underlying political and social aims of this policy agenda.

2010: 234 x 156: 144pp
Hb: 978-0-415-49578-3: **\$150.00**
Pb: 978-0-415-49579-0: **\$33.95**
eBook: 978-0-203-84950-7

For more information, visit:
www.routledge.com/9780415495790

NEW



The Routledge Companion to Education

Edited by James Arthur, University of Birmingham, UK and Andrew Peterson, Canterbury Christ Church University, UK

The Routledge Companion to Education presents the most comprehensive, up-to-date guide available to the key theories, themes and topics in education. Forty specially commissioned chapters, written by an international team of expert contributors, covering all aspects of education, introduce you to the ideas, research and issues that have shaped this most diverse, dynamic and fluid field.

Part one provides an introduction to the key theories, thinkers and disciplines within education; part two covers ideas and issues about how, what and why learning takes place; part three includes analysis on particular approaches to education and explores the issues that attract much contemporary interest.

October 2011: 246 x 174: 416pp
Hb: 978-0-415-58346-6: **\$152.00**
Pb: 978-0-415-58347-3: **\$44.95**
eBook: 978-0-203-80224-3

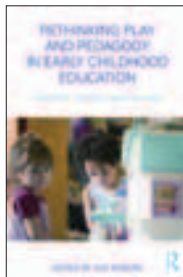
For more information, visit:
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Rethinking Play and Pedagogy in Early Childhood Education



Concepts, Contexts and Cultures

Edited by Sue Rogers, Institute of Education, University of London, UK



Bringing together a collection of chapters from international experts in the field of early childhood education, *Rethinking Play and Pedagogy in Early Childhood Education* seeks to explore how play in the early years is valued as a means of learning.

2010: 234 x 156: 184pp
Hb: 978-0-415-48075-8: **\$120.00**
Pb: 978-0-415-48076-5: **\$39.95**
eBook: 978-0-203-83947-8

For more information, visit:
www.routledge.com/9780415480765

Building Relationships and Communicating with Young Children

A Practical Guide for Social Workers

Karen Winter, Queen's University Belfast, UK



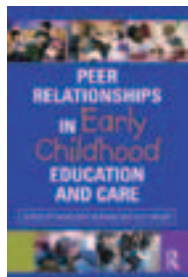
This book provides a timely, invaluable resource and practical guide for social work students specialising in family and child care and for practitioners who have young children on their caseloads. Packed with real life examples of in-depth interviews conducted with young children known to social services, it outlines what can be done to improve practice in this challenging and demanding area.

2010: 246 x 174: 176pp
Hb: 978-0-415-56267-6: **\$115.00**
Pb: 978-0-415-56268-3: **\$36.95**
eBook: 978-0-203-83672-9

For more information, visit:
www.routledge.com/9780415562683

Peer Relationships in Early Childhood Education and Care

Edited by Margaret Kernan and Elly Singer, University of Utrecht, the Netherlands



Peer Relationships in Early Childhood Education and Care brings together a wide range of perspectives and research locating young children's relationships in the context of socio-cultural theories and relational pedagogy.

2010: 234 x 156: 160pp
Hb: 978-0-415-57462-4: **\$120.00**
Pb: 978-0-415-57461-7: **\$38.95**
eBook: 978-0-203-84660-5

For more information, visit:
www.routledge.com/9780415574617

Early Childhood Matters

Evidence from the Effective Pre-School and primary Education Project

Edited by Kathy Sylva, University of Oxford, UK, Edward Melhuish, University of London, UK, Pam Sammons, University of Oxford, UK, Iram Siraj-Blatchford and Brenda Taggart



This book documents the rapid development of the importance of early years education from the late 90s into this millennium, providing a unique contribution to the importance of pre-school.

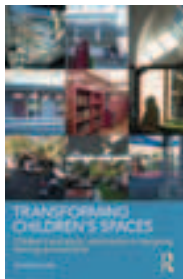
2010: 234 x 156: 280pp
Hb: 978-0-415-48242-4: **\$140.00**
Pb: 978-0-415-48243-1: **\$47.95**
eBook: 978-0-203-86206-3

For more information, visit:
www.routledge.com/9780415482431

Transforming Children's Spaces

Children's and Adults' Participation in Designing Learning Environments

Alison Clark, The Open University, UK



Based on two actual building projects, this book is the first of its kind to demonstrate the possibilities of including young children's perspectives in the design and review of children's spaces.

2010: 234 x 156: 240pp
Hb: 978-0-415-45859-7: **\$140.00**
Pb: 978-0-415-45860-3: **\$47.95**
eBook: 978-0-203-81841-1

For more information, visit:
www.routledge.com/9780415458603

Children, their World, their Education



Final Report and Recommendations of the Cambridge Primary Review

Robin Alexander, University of Cambridge, UK, **Berry Mayall**, Institute of Education, University of London, UK, **Stephanie Northen**, Education Journalist and Editor, UK, **Gillian Pugh**, National Children's Bureau, UK, **Colin Richards**, University of Cumbria, UK, **David Utting**, Writer, Researcher, Policy Analyst and former Associate Director at the Joseph Rowntree Foundation, UK, **Michael Armstrong**, Birkbeck College, University of London, UK, **Julia Flutter**, University of Cambridge, UK, **Linda Hargreaves**, University of Cambridge, UK, **David Harrison**, **Wynne Harlen**, University of Bristol, UK, **Elizabeth Hartley-Brewer**, Writer and Education Consultant, UK, **Ruth Kershner**, University of Cambridge, UK and **John Macbeath**, University of Cambridge, UK



'This is the most thorough, research-based analysis of primary schools I have seen in over two decades of reporting on education.' – *Mike Baker, formerly Senior BBC Education Correspondent*

'There is a simple account of the Cambridge Primary Review, which is essentially about awe and wonder: it is a formidable achievement.' – *Andrew Pollard,*

British Educational Research Journal

This is the eagerly-awaited final report from the Cambridge Primary Review, the most comprehensive enquiry into English primary education for over forty years. The book is grounded in evidence from research, official data and the enquiry's thousands of individual and organisational witnesses.

2009: 246 x 174: 608pp
Hb: 978-0-415-54870-0: **\$160.00**
Pb: 978-0-415-54871-7: **\$57.95**

For more information, visit:
www.routledge.com/9780415548717

The Cambridge Primary Review Research Surveys

Edited by **Robin Alexander**, **Christine Doddington**, **John Gray**, **Linda Hargreaves** and **Ruth Kershner**, all at University of Cambridge, UK



This book brings together the twenty-eight research surveys from the Cambridge Primary Review – England's biggest enquiry into primary education for over forty years – and is an essential reference tool for professionals, researchers, students and policy-makers working in the fields of early years, primary and secondary education.

2009: 246 x 174: 880pp
Hb: 978-0-415-54869-4: **\$420.00**

For more information, visit:
www.routledge.com/9780415548694

NEW IN 2012

Resourcing Early Learners

New Spaces, New Networks

Sue Nichols, University of South Australia, **Jennifer Rowsell**, Brock University, Canada, **Sophia Rainbird**, University of South Australia and **Helen Nixon**, Queensland University of Technology, Australia

Series: Routledge Research in Education

In this ethnographic study, the authors examine parents' and children's experience with learning resources, not only in schools and libraries, but also in sites ranging from doctors' waiting rooms to supermarkets. They investigate the ways in which governments, corporations, and communities are transforming early childhood education and creating an early learning industry.

January 2012: 6 x 9: 240pp
Hb: 978-0-415-89759-4: **\$125.00**

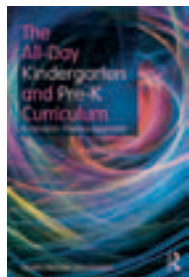
For more information, visit:
www.routledge.com/9780415897594

NEW

The All-Day Kindergarten and Pre-K Curriculum

A Dynamic-Themes Approach

Doris Pronin Fromberg, Hofstra University, USA



Grounded in theory and research, *The All-Day Kindergarten and Pre-K Curriculum* provides an activity-based and classroom-proven curriculum for educators to consider as they plan and interact with pre-k and kindergarten children. Allowing young children the opportunities to become independent, caring, critical thinkers who feel comfortable asking questions and exploring possible solutions,

the Dynamic Themes Curriculum offers children the skills they need for responsible citizenship and academic progress. This book describes a culturally-sensitive pre-k and kindergarten curriculum in the context of literacy, technology, mathematics, social studies, science, the arts, and play, and also discusses:

- How to use the seven integrated conditions for learning to meet and exceed content learning standards
- How to organize for differentiated instruction and to integrate multiple forms of assessment
- How to teach literacy tools and skills in fresh ways
- How to work with families, colleagues, and community.

Building from author Doris Fromberg's groundbreaking earlier work, *The All-Day Kindergarten and Pre-K Curriculum* presents a practical curriculum centering on how young children develop meanings. This is a fantastic resource for pre-and in-service early childhood teachers, administrators, and scholars.

September 2011: 6 x 9: 368pp
Hb: 978-0-415-88152-4: **\$150.00**
Pb: 978-0-415-88153-1: **\$39.95**
eBook: 978-0-203-80420-9

For more information, visit:
www.routledge.com/9780415881531

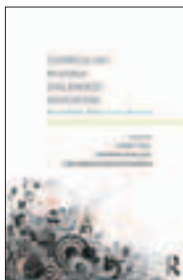


NEW

Curriculum in Early Childhood Education

Re-examined, Rediscovered, Renewed

Edited by Nancy File, Jennifer J. Mueller and Debora Basler Wisneski, all at University of Wisconsin-Milwaukee, USA



Curriculum in Early Childhood Education provides a critical examination of the sources, aims, and features of early childhood curricula. Providing a theoretical and philosophical foundation for examining teaching and learning, this book will provoke discussion and analysis among all readers.

The book first contextualizes the historical and research base of early childhood curriculum, and then turns to discussions of

various schools of theory and philosophy that have served to support curriculum development in early childhood education. An examination of current curriculum frameworks is offered, both from the USA and abroad, including discussion of the Project Approach, Creative Curriculum, Te Whariki, and Reggio Emilia. Finally, the book closes with chapters that enlarge the topic to curriculum-being-enacted through play and that summarize key issues while pointing out future directions for the field. Offering a broad foundation for examining curriculum in early childhood, readers will emerge with a stronger understanding of how theories and philosophies intersect with curriculum development.

September 2011: 6 x 9: 240pp
Hb: 978-0-415-88110-4: **\$140.00**
Pb: 978-0-415-88111-1: **\$41.95**
eBook: 978-0-203-80436-0

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NEW

An Integrated Play-Based Curriculum for Young Children

Olivia N. Saracho, University of Maryland, College Park, USA



An Integrated Play-Based Curriculum for Young Children offers the theoretical framework for understanding the origins of an early childhood play-based curriculum and how young children learn and understand concepts in a social and physical environment. Distinguished author Olivia N. Saracho then explores how play fits into various curriculum areas in order to help

teachers develop their early childhood curriculum using developmentally and culturally appropriate practice. Through this integrated approach, young children are able to actively engage in meaningful and functional experiences in their natural context.

Special features include: vignettes of children's conversations and actions in the classroom; suggestions for activities and classroom materials; practical examples and guidelines; end-of-chapter summaries to enhance and extend the reader's understanding of young children.

By presenting appropriate theoretical practices for designing and implementing a play-based curriculum, *An Integrated Play-Based Curriculum for Young Children* offers pre-service teachers the foundational knowledge about the field, about the work that practitioners do with young children, and how to best assume a teacher's role effectively.

November 2011: 7 x 10: 304pp
Hb: 978-0-415-88774-8: **\$150.00**
Pb: 978-0-415-88775-5: **\$44.95**
eBook: 978-0-203-83327-8

For more information, visit:
www.routledge.com/9780415887755

NEW

Meeting the Child in Steiner Kindergartens

An Exploration of Beliefs, Values and Practices

Edited by **Rod Parker-Rees**, University of Plymouth, UK



The contributors to this book, who include both experienced Steiner educators and early childhood experts from other backgrounds, have worked together to explore and understand what is distinctive about Steiner kindergarten practice. They present a variety of perspectives on the ways in which kindergarten teachers' practices, values and beliefs can help children to find and construct their own identities, through play and through engagement in the life of their community.

The authors explore key aspects of Steiner kindergarten practice, including caring for the physical environment, establishing rhythms and routines for children's activity, and providing times and spaces in which teachers and children can get to know each other. By meeting with children and teachers, through rich accounts of day to day life in kindergartens and through accounts of the values and principles which inform their practice, readers will be encouraged to question and reflect on their own approaches to observation and assessment.

April 2011: 234 x 156: 152pp
Hb: 978-0-415-60391-1: **\$120.00**
Pb: 978-0-415-60392-8: **\$36.95**
eBook: 978-0-203-81802-2

For more information, visit:
www.routledge.com/9780415603928

3rd Edition

Outdoor Learning in the Early Years

Management and Innovation

Helen Bilton, University of Reading, UK

This book offers a complete guide to outdoor play, provision and learning in the early years and beyond.

2010: 246 x 174: 272pp
Hb: 978-0-415-56759-6: **\$130.00**
Pb: 978-0-415-45477-3: **\$37.95**
eBook: 978-0-203-86013-7

For more information, visit:
www.routledge.com/9780415454773

NEW IN 2012

2nd Edition

**The New Early Years Professional Dilemmas and Debates**

Edited by **Angela D. Nurse**, former Head of Department of Childhood Studies at Canterbury Christ University, UK

In England the introduction of the early years foundation stage and the extension of the early years professional status programme have brought with them new questions for practitioners, both philosophically and professionally.

Celebrating the spirit of, and need for, increased multi-disciplinary working and co-operation in the care and education of children, this book brings together the dilemmas and debates in the study of early childhood. It supports the reader in understanding the background and context and encourages them to reflect on the challenges and possibilities of future early years and integrated working.

This new edition incorporates recent legislation such as the Early Years Foundation Stage and a detailed discussion of the issues surrounding child protection, the role of the social worker and children's health. Chapters include: safeguarding children; play and creativity; birth to three; special education needs; children's learning; child development and psychology; health issues for children and families.

June 2012: 246 x 174: 224pp
Hb: 978-0-415-58514-9: **\$125.00**
Pb: 978-0-415-58515-6: **\$37.95**

For more information, visit:

www.routledge.com/9780415585156

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Journal of Curriculum Studies (TCUS)

www.tandf.co.uk/journals/tcus

Classroom Discourse (RCDI)

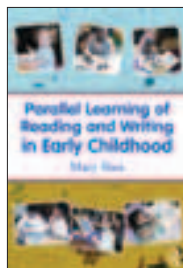
www.tandf.co.uk/journals/rcdi

Journal of Early Childhood Teacher Education
Official Journal of the National Association of Early Childhood Teacher Educators

www.tandf.co.uk/journals/UJEC

NEW**Parallel Learning of Reading and Writing in Early Childhood**

Mary Shea, Canisius College, USA



Parallel Learning of Reading and Writing in Early Childhood explores why it's important to provide a balanced language learning environment for young children and offers approaches for children to practice and explore language. Writing - a different but parallel process - can open the door to reading, and an effective writing approach in the home and early childhood classrooms leads to the development of phonemic

awareness, understanding of phonetic principles, vocabulary, fluency, and comprehension.

This book offers the purpose, context, and outcomes of including writing right from the start in young children's literacy learning. Through analysis of writing samples, research, and principles of best practices, Shea outlines the essential ingredients for early language learning and provides a developmentally appropriate approach to language learning. Throughout the chapters, Shea integrates discussion of assessment, classroom environment, instructional/teacher scaffolding, and differentiating instruction across developmental levels along with the supporting theory.

March 2011: 7 x 10: 240pp
Hb: 978-0-415-88298-9: **\$140.00**
Pb: 978-0-415-88299-6: **\$31.95**
eBook: 978-0-203-84118-1

For more information, visit:

www.routledge.com/9780415882996

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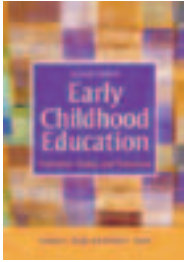
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2nd Edition

Early Childhood Education

Yesterday, Today, and Tomorrow

Suzanne L. Krogh and **Kristine L. Slentz**, both at Western Washington University, USA



In an accessible and meaningful way, *Early Childhood Education* examines foundational topics that encourage early childhood education students to think, reflect, and develop opinions, theories, and philosophies about their field.

2010: 7 x 10: 176pp
Hb: 978-0-415-87826-5: **\$130.00**
Pb: 978-0-415-87825-8: **\$28.95**
eBook: 978-0-203-84201-0

For more information, visit:
www.routledge.com/9780415878258

A Learning Community in the Primary Classroom

Jere Brophy, Michigan State University, USA,
Janet Alleman, Michigan State University, USA and
Barbara Knighton, Winans Elementary School,
Michigan, USA



This book, resulting from a collaboration of an educational psychologist, a social studies educator, and a primary teacher, describes in rich detail and illustrates with excerpts from recorded lessons how primary teachers can engage their students in social studies lessons and activities that are structured around powerful ideas and have applications to their lives outside of school. The teaching portrayed

connects concepts and skills emphasized in national and state standards, taught in ways that build on students' prior experiences in their local communities and connect with their family backgrounds and home cultures.

2010: 6 x 9: 288pp
Hb: 978-0-8058-5573-9: **\$130.00**
Pb: 978-0-8058-5574-6: **\$49.95**
eBook: 978-0-203-85182-1

For more information, visit:
www.routledge.com/978080585574

5th Edition

A Guide to Teaching Practice

Revised 5th Edition

Louis Cohen, Loughborough University, UK,
Lawrence Manion, **Keith Morrison**, Macau
University of Science and Technology, Macau and
Dominic Wyse, University of Cambridge, UK



Praise for the fifth edition:

'In essence [this book] covers just about everything a student teacher needs to know in a single volume.' – *British Journal of Educational Studies*

A classic textbook for all students on teacher training courses. Revised and updated, this authoritative yet accessible textbook covers all the important

basic skills and issues that students need to consider during their teaching practice.

2010: 246 x 189: 560pp
Pb: 978-0-415-48558-6: **\$38.95**
eBook: 978-0-203-84839-5

For more information, visit:
www.routledge.com/9780415485586

Towards Excellence in Early Years Education

Exploring Narratives of Experience

Kathleen Goouch, Canterbury Christchurch University, UK



This book uniquely describes the work of two early years professionals, drawing on their narrative accounts as they robustly describe and analyse their work with young children.

2010: 234 x 156: 192pp
Hb: 978-0-415-56607-0: **\$125.00**
Pb: 978-0-415-56608-7: **\$42.95**
eBook: 978-0-203-84839-5

For more information, visit:
www.routledge.com/9780415566087

NEW

Early Biliteracy Development

Exploring Young Learners' Use of Their Linguistic Resources

Edited by **Eurydice B. Bauer**, University of Illinois at Urbana-Champaign, USA and **Mileidis Gort**, University of Miami, USA



At the forefront in focusing exclusively on biliteracy development in early childhood across a variety of languages, this book provides both findings from empirical research with young bilinguals in home and school contexts and practical applications of these findings.

Each chapter is structured in a similar format to offer parallel descriptions of the research, including a brief review of related

empirical studies, an overview of the methods for data collection and analysis, a description of the main findings, and specific pedagogical implications to support educators' efforts to construct meaningful, challenging, and dynamic literacy and language learning communities where one or more languages are used for communicating and learning.

September 2011: 6 x 9: 224pp
Hb: 978-0-415-88017-6: **\$135.00**
Pb: 978-0-415-88018-3: **\$42.95**
eBook: 978-0-203-85040-4

For more information, visit:
www.routledge.com/9780415880183

The Routledge Companion to Children's Literature

Edited by **David Rudd**, University of Bolton, UK

Series: Routledge Companions

A vibrant and authoritative exploration of children's literature in all its manifestations this book features expert essay contributions, a timeline, and a glossary of key names and terms.

2010: 234 x 156: 336pp
Hb: 978-0-415-47270-8: **\$115.00**
Pb: 978-0-415-47271-5: **\$32.95**
eBook: 978-0-203-88985-5

For more information, visit:
www.routledge.com/9780415472715

Beyond Early Literacy

A Balanced Approach to Developing the Whole Child

Janet B. Taylor, Auburn University, USA,
Nancy Amanda Branscombe, Athens State University, USA, **Jan Gunnels Burcham**, Columbus State University, USA and **Lilli Land**, Auburn University, USA



For early childhood classrooms where curriculum is increasingly shaped by standards and teachers are pressed for time, *Beyond Early Literacy* offers a literacy method that goes beyond simply developing language arts skills.

2010: 7 x 10: 176pp
Hb: 978-0-415-87443-4: **\$130.00**
Pb: 978-0-415-87444-1: **\$28.95**
eBook: 978-0-203-85311-5

For more information, visit:
www.routledge.com/9780415874441

Literacy, Power, and the Schooled Body

Learning in Time and Space

Kerryn Dixon, University of Witwatersrand, South Africa



This book examines how children's bodies are trained in time and space to produce schooled, literate individuals. Moving from theory to practice, examples of real classroom events show how teachers' practices direct discipline onto children's bodies.

2010: 7 x 10: 200pp
Hb: 978-0-415-87962-0: **\$135.00**
Pb: 978-0-415-87963-7: **\$44.95**
eBook: 978-0-203-85148-7

For more information, visit:
www.routledge.com/9780415879637

NEW IN 2012



Assessment of Young Children

A Collaborative Approach

Lisa B. Fiore, Lesley University, USA

Assessment of Young Children provides teachers with an approach to assessment that is in the best interest of both children and their families. Author Lisa B. Fiore explores a variety of ways to study and assess young children in their natural environments, while stressing the importance of bringing children and families into the process. This lively text helps the reader learn how to cultivate developmentally appropriate practice, create appropriate expectations, examine children's work, interact in groups, and improve their teacher behaviour. Accounts of real experiences from children, families, teachers, and administrators provide on-the-ground models of assessment strategies and demonstrate how children are affected.

Assessment of Young Children explores both standardized and authentic assessment, work sampling systems, and observation skills. Readers will walk away with strategies for communicating information about children and portfolio assessment, and how the use of formal and informal methods of observation, documentation, and assessment are connected to teacher and student inquiry.

Special features include: case study examples that anchor the concepts presented in the chapters and engage readers more deeply in the content; 'Now what?' and 'Avenues for Inquiry' throughout the book present students with concrete extensions of the material that they may pursue for further investigation; Companion Website includes interactive examples, other resources, new technologies, and videos of assessment occurring in natural settings.

February 2012: 7 x 10: 176pp
Hb: 978-0-415-88811-0: **\$135.00**
Pb: 978-0-415-88812-7: **\$28.95**
eBook: 978-0-203-83177-9

For more information, visit:
www.routledge.com/9780415888127

NEW IN 2012



2nd Edition

Assessment of Young Children with Special Needs

A Context-Based Approach

Susan M. Benner and Joan Grim, both at University of Tennessee, USA

Assessment of Young Children with Special Needs helps prepare teachers for the task of evaluating the skills of infants, toddlers, and preschool children with developmental delays and those considered at risk to experience developmental delays or difficulties.

The authors explore the important issues of family resources, health issues, and domestic violence. This book conveys a sense of respect for parents, the powerful influence assessment results can and do have in the lives of young children with special needs, and an understanding of the complexity of child development, progression, and measurement.

This fully revised edition addresses recent legislation, updated versions of assessment tools and strategies, and the newest assessment tools that teachers will come across. The popular full-length case studies of the first edition have been updated, and vignettes of other cases are fully integrated across chapters, bringing the text alive with meaning.

Key features include: updated list of web-based further resources; beginning of chapter overview with 'Objectives' and 'Key Terms and Concepts'; 'For Your Consideration' end of chapter questions; actual scoring charts and rating scales; expanded case studies and vignettes throughout; website with instructional materials such as links to video clips, PowerPoint slides, and suggested activities and discussion questions.

February 2012: 7 x 10: 416pp
Hb: 978-0-415-88568-3: **\$150.00**
Pb: 978-0-415-88569-0: **\$55.95**
eBook: 978-0-203-83907-2

For more information, visit:
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NEW IN 2012

3rd Edition

People Under Three

Young Children in Childcare Centres

Sonia Jackson, Thomas Coram Research Unit, UK,
Ruth Fortes and **Elinor Goldschmied**

People Under Three translates child development theory and research into everyday practice. Focusing on the childcare of very young children, it is designed specifically for those who look after them day by day, as well as being a useful resource for social work and playwork students and policy makers. All the practical ideas in the book have been developed and tested in nurseries and family centres. They include detailed guidance on educational play for babies and toddlers and how to care for children's emotional needs. The book also explores the difficult area of child protection and working with parents and children with a variety of problems.

People Under Three is an established text for all those training to work with young children or managing day care facilities. This new edition has been completely updated to take account of the key policy and practice changes which have taken place in child care provision since the book's second edition.

September 2012: 246 x 174: 304pp

Hb: 978-0-415-66520-9: **\$125.00**Pb: 978-0-415-66521-6: **\$36.96**

For more information, visit:

www.routledge.com/9780415665216

Playing to Learn

The Role of Play in the Early Years

Sandra Smidt, Freelance Educational Consultant, UK



What do we mean when we use the word 'play' in terms of learning and development? This book argues that all play is purposeful. The Early Years Foundation Stage curriculum focuses on play as the prime mode of learning; this thought-provoking book clarifies what is required of practitioners.

2010: 234 x 156: 152pp

Hb: 978-0-415-55881-5: **\$130.00**Pb: 978-0-415-55882-2: **\$31.95**

For more information, visit:

www.routledge.com/9780415558822

NEW

Exploring Children's Creative Narratives

Edited by **Dorothy Faulkner**, The Open University, UK
 and **Elizabeth Coates**, University of Warwick, UK



This fascinating collection of international research offers fresh perspectives on children's creative processes and the expression of their creative imagination through dramatic play, stories, artwork, dance, music and conversation.

Drawing on a range of research evidence from innovative educational initiatives in a wide variety of countries, *Exploring Children's Creative Narratives* develops new theoretical and

practical insights that challenge traditional thinking about children's creativity. The chapters, written by well-respected international contributors:

- Offer new conceptual and interpretive frameworks for understanding children's creativity
- contest conventional discourses about the origins and nature of creativity
- challenge the view that young children's creativity can only be judged in terms of their creative output
- explore the significance children themselves attribute to their creative activity
- argue the need for a radical reappraisal of the influence of the sociocultural context on children's creative expression
- discuss the implications of this research in relation to teacher education and curriculum design.

April 2011: 234 x 156: 288pp

Hb: 978-0-415-56562-2: **\$144.00**Pb: 978-0-415-56563-9: **\$46.95**

eBook: 978-0-203-81892-3

For more information, visit:

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NEW



Introducing Bruner

A Guide for Practitioners and Students in Early Years Education

Sandra Smidt, Freelance Educational Consultant, UK



'This text is easily accessible and will provide students with a sense of context that other material concerned with discussing the main tenets of this theorist do perhaps not provide' – Karen Perry, Manchester Metropolitan University, UK

'An absolute must for anyone studying how children learn. Every student teacher should own a copy of this book.'

– Deirdre Hewitt, Liverpool Hope University, UK

Sandra Smidt explores the key concepts of Jerome Bruner.

The concepts discussed include: how children acquire language; how children come to make sense of their world through narrative; the significance of play to learning; the importance of culture and context; the role of memory; what should children be taught: the spiral curriculum; how should children be taught: scaffolding and interaction.

April 2011: 234 x 156: 144pp
Hb: 978-0-415-57420-4: **£125.00**
Pb: 978-0-415-57421-1: **£33.95**
eBook: 978-0-203-82963-9

For more information, visit:
www.routledge.com/9780415574211

Introducing Vygotsky



Sandra Smidt, Freelance Educational Consultant, UK

Sandra Smidt takes the reader on a journey through Vygotsky's key concepts in relation to early learning and teaching, making explicit the links between these concepts and discussing each one in an easily accessible style.

2008: 234 x 156: 176pp
Hb: 978-0-415-48055-0: **£150.00**
Pb: 978-0-415-48057-4: **£33.95**
eBook: 978-0-203-82963-9

For more information, visit:
www.routledge.com/9780415480574

NEW



Understanding Young Children's Learning through Play

Building Playful Pedagogies

Pat Broadhead, Leeds Metropolitan University, UK and **Andy Burt**, Deputy Headteacher, UK

This book introduces, theorises and practically applies two recently emerging ideas which now underpin the Early Years Foundation Stage and, increasingly, Key Stage 1 classrooms. By offering accessible insights into key theories as well as numerous ideas for practical application in classroom or early years, the authors show how to develop children's 'playful pedagogies' in the classroom whilst still implementing curricula requirements.

In both indoor and outdoor settings, the book explores 'open-ended role play', and illustrates how themes in children's play reflect their interests, their experiences, their knowledge gained at home and their cultural heritage.

Supported by a wealth of case study material that has emerged over their years of observing children learning and playing together, this book will be of interest to students of early years education, early years practitioners, and researchers.

December 2011: 234 x 156: 160pp
Hb: 978-0-415-61427-6: **£120.00**
Pb: 978-0-415-61428-3: **£31.95**
eBook: 978-0-203-15634-6

For more information, visit:
www.routledge.com/9780415614283

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www.tandf.co.uk/journals/rped

Early Education & Development
www.tandf.co.uk/journals/HEED

Child Development in Practice

Responsive Teaching and Learning from Birth to Five

Pamela May, Early Years Consultant, UK



This book introduces, theorises and practically applies the related concepts of 'playful learning' and 'playful pedagogies', two recently emerging ideas which now underpin the Early Years Foundation Stage and, increasingly, Key Stage 1 classrooms.

2010: 246 x 174: 184pp
Hb: 978-0-415-49753-4: **\$96.00**
Pb: 978-0-415-49755-8: **\$30.95**
eBook: 978-0-203-84062-7

For more information, visit:
www.routledge.com/9780415497558

3rd Edition

Play in Early Childhood

From Birth to Six Years

Mary D. Sheridan, Justine Howard and Dawn Alderson, all at Swansea University, UK



Based on the pioneering work of Mary D. Sheridan, *Play in Early Childhood* is a classic introductory text to play and development – key topics for all who work with young children. Thoroughly updated for a contemporary audience, it explains how children's play develops and how they develop as they play.

2010: 246 x 174: 104pp
Hb: 978-0-415-57789-2: **\$115.00**
Pb: 978-0-415-57790-8: **\$24.95**
eBook: 978-0-203-83260-8

For more information, visit:
www.routledge.com/9780415577908

Understanding Behaviour and Development in Early Childhood

A Guide to Theory and Practice

Maria Robinson, Independent Adviser and Lecturer in Early Years Development, UK



Maria Robinson discusses behaviour in a developmental context providing a way of thinking about and understanding behaviour that follows the shifts and changes over time as babies and young children grow and mature.

2010: 234 x 156: 136pp
Hb: 978-0-415-56560-8: **\$128.00**
Pb: 978-0-415-56561-5: **\$31.95**
eBook: 978-0-203-84288-1

For more information, visit:
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Reclaiming Childhood www.routledge.com/9780415477239	Helene Guldberg	2009	Hb: 978-0-415-47722-2 Pb: 978-0-415-47723-9	\$150.00 \$31.95
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Key Issues in Early Years Education www.routledge.com/9780415465250	Edited by Sandra Smidt	2009	Hb: 978-0-415-46526-7 Pb: 978-0-415-46525-0	\$130.00 \$35.95
Learning and Teaching Early Math www.routledge.com/9780415995924	Douglas Clements and Julie Sarama	2009	Hb: 978-0-415-99591-4 Pb: 978-0-415-99592-4	\$160.00 \$51.95
Understanding the Reggio Approach www.routledge.com/9780415557719	Linda Thornton and Douglas Brunton	2009	Hb: 978-0-415-55771-9 Pb: 978-0-415-48247-9	\$130.00 \$37.95
Language and Literacy				
Talking Beyond the Page www.routledge.com/9780415476966	Edited by Janet Evans	2009	Hb: 978-0-415-47696-6 Pb: 978-0-415-47696-6	\$150.00 \$42.95
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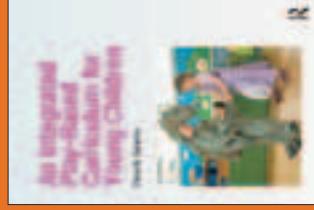
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