

Routledge Education

Early Childhood Education

New Titles and Key Backlist



2009/2010

Welcome to the Routledge Early Childhood Education Catalog New Titles & Key Backlist 2009/2010



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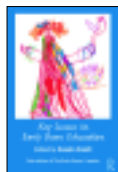
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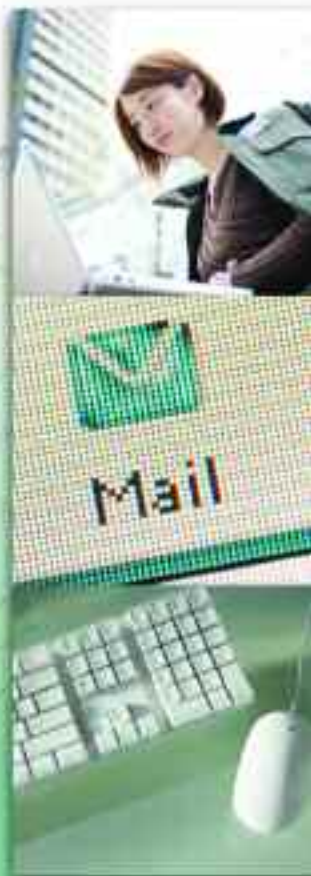
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NEW**Going Beyond the Theory/Practice Divide in Early Childhood Education**

Introducing an Intra-Active Pedagogy

Hillevi Lenz-Taguchi, University of Stockholm, Sweden

Series: Contesting Early Childhood

Based on innovative research, the author presents new approaches to learning in early childhood education, shifting attention to the force and impact which material objects and artefacts can have in learning. Hillevi Lenz Taguchi discusses examples of how pens, paper, clay and construction materials can be understood as active and performative agents, challenging binary divides such as theory/practice, discourse/matter and mind/body in teaching and learning. Numerous examples from practice are explored to introduce an intra-active pedagogy, and 'Methodological' strategies for learning with children in preschools, and in teacher education, are brought to the fore.

Challenging the dominant understanding of 'inclusion' in educational contexts, and making 'difference' actively visible and positive, this book is rooted in the experiences, practices and words of teachers, teacher educators and student teachers. It will appeal to all those involved in early childhood education and also to those interested in challenging educational thinking and practices.

August 2009: 216x138: 224pp
 Hb: 978-0-415-46444-4: **\$145.00**
 Pb: 978-0-415-46445-1: **\$42.95**
 eBook: 978-0-203-87295-6
www.routledge.com/9780415464451

NEW**Art and Creativity in Reggio Emilia**

Exploring the Role and Potential of Ateliers in Early Childhood Education

Vea Vecchi, Education Consultant, Italy

Series: Contesting Early Childhood

This book explores the contribution made by art and creativity to early education and learning, by reflecting upon and understanding more about the role of the 'atelier' in the pioneering pre-schools of Reggio Emilia. It is written by one of the most experienced atelieristas from this region who has many decades' experience to share.

Whilst first looking at the history of the atelier and the development of some key themes, this text is interspersed by two dialogues: the first between Vea and a group of teachers and pedagogistas, the second between Vea and a group of designers. These dialogues will, in both cases, help explore the relationship between the atelierista and others actively engaged in work with young children.

This book will be of great value to student teachers and undergraduate and postgraduate students of early childhood education.

December 2009: 234x156: 192pp
 Hb: 978-0-415-46877-0: **\$150.00**
 Pb: 978-0-415-46878-7: **\$41.95**
www.routledge.com/9780415468787

Movement and Experimentation in Young Children's Learning

Deleuze and Guattari in Early Childhood Education

Liselott Mariett Olsson, Institute of Education, University of Stockholm, Sweden

Series: Contesting Early Childhood



In contemporary educational contexts young children and learning are tamed, predicted, supervised, controlled and evaluated according to predetermined standards. Contesting such intense governing of the learning child, this book argues that the challenge to practice and research is to find ways of regaining movement and experimentation in subjectivity and learning.

Vivid examples from Swedish preschools – involving children, teachers, teacher students and educators and researchers - are woven together with the theories of French philosophers Gilles Deleuze and Félix Guattari, bringing important new concepts and practices to the early childhood field. This ground-breaking book challenges dominant ways of thinking, offering Experimentation in Young Children's Learning offers new possibilities for change and provoking a re-evaluation of the educational system's current emphasis on predetermined outcomes and fixed positions.

This book provides researcher and students with a sound theoretical framework for re-conceptualising significant aspects of movement and experimentation in early childhood. Its many practical illustrations make this a compelling and provocative read for and student taking course in Early Childhood Studies.

February 2009: 216x138: 264pp
 Hb: 978-0-415-46866-4: **\$125.00**
 Pb: 978-0-415-46867-1: **\$42.95**
 eBook: 978-0-203-88123-1
www.routledge.com/9780415468671

Forming Ethical Identities in Early Childhood Play**Brian Edmiston**, Ohio State University, USA*Series: Contesting Early Childhood*

Through compelling examples, Brian Edmiston presents the case for why and how adults should play with young children to create with them a 'workshop for life'.

2008: 216x138: 224pp
 Hb: 978-0-415-43547-5: **\$170.00**
 Pb: 978-0-415-43548-2: **\$42.50**
 eBook: 978-0-203-93473-9
www.routledge.com/9780415435482

NEW**Contesting Early Childhood and Opening for Change****Gunilla Dahlberg**, Institute of Education, Stockholm, Sweden and **Peter Moss***Series: Contesting Early Childhood*

Drawing on and concluding a landmark series, *Contesting Early Childhood*, this book offers a review of the emerging critique of the dominant discourse and, equally important, 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.

There is no best practice to be discovered by scientists and delivered by managers and technicians – 'what works?' is not the critical question. Instead, we have collective choices to make about what we want for our children and our societies, choices that are first and foremost political and ethical, not technical

This valuable addition to the literature covers a wide variety of critical issues in Early Childhood education and is a must-read for students of Early Years Education.

February 2010: 234x156: 192pp
 Hb: 978-0-415-46860-2: **\$150.00**
 Pb: 978-0-415-46861-9: **\$41.95**
www.routledge.com/9780415468619

Doing Foucault in Early Childhood Studies

Applying Post-Structural Ideas

Glenda Mac Naughton*Series: Contesting Early Childhood*

2005: 216x138: 256pp
 Hb: 978-0-415-32099-3: **\$180.00**
 Pb: 978-0-415-32100-6: **\$46.95**
 eBook: 978-0-203-46533-2
www.routledge.com/9780415321006

In Dialogue with Reggio Emilia

Listening, Researching and Learning

Carlina Rinaldi*Series: Contesting Early Childhood*

2005: 216x138: 240pp
 Hb: 978-0-415-34503-3: **\$180.00**
 Pb: 978-0-415-34504-0: **\$46.95**
 eBook: 978-0-203-31773-0
www.routledge.com/9780415345040

Unequal Childhoods

Young Children's Lives in Poor Countries

Edited by **Helen Penn***Series: Contesting Early Childhood*

2005: 216x138: 240pp
 Hb: 978-0-415-32101-3: **\$180.00**
 Pb: 978-0-415-32102-0: **\$42.50**
 eBook: 978-0-203-46534-9
www.routledge.com/9780415321020

Ethics and Politics in Early Childhood Education**Gunilla Dahlberg**, Institute of Education, Stockholm, Sweden and **Peter Moss***Series: Contesting Early Childhood*

2004: 216x138: 224pp
 Hb: 978-0-415-28041-9: **\$210.00**
 Pb: 978-0-415-28042-6: **\$44.95**
www.routledge.com/9780415280426



Diversities in Early Childhood Education

Rethinking and Doing

Edited by **Celia Genishi**, Columbia University, USA and **A. Lin Goodwin**, Columbia University, USA

Series: *Changing Images of Early Childhood*



Drawing from the current literature on ability, class, culture, ethnicity, gender, languages, race, and sexual orientation, this book presents a forward-looking account of how diversity could improve the educational experience of children from birth to grade three.

2007: 234x156: 312pp
Hb: 978-0-415-95713-7: **\$130.00**
Pb: 978-0-415-95714-4: **\$33.95**
eBook: 978-0-203-93904-8
www.routledge.com/9780415957144

Shift to the Future

Rethinking Learning with New Technologies in Education

Nicola Yelland, Victoria University, Australia

Series: *Changing Images of Early Childhood*



This book examines the ways in which new technologies are reshaping the social, personal, and educational experiences of childhood, and explores the curricular revisions such changes demand. With a focus on the various information and communications technologies (ICTs) available and the possibilities these ICTs offer for teaching and learning, this book provides inspiring examples of teachers who have innovatively

incorporated new technologies into their classrooms to engage their students.

2006: 234x156: 216pp
Hb: 978-0-415-95318-4: **\$135.00**
Pb: 978-0-415-95319-1: **\$36.95**
www.routledge.com/9780415953191

Early Childhood Qualitative Research

Edited by **J. Amos Hatch**, University of Tennessee, USA

Series: *Changing Images of Early Childhood*

This collection brings together studies and essays that represent the best work being done in early childhood qualitative studies.

2006: 234x156: 272pp
Hb: 978-0-415-95472-3: **\$140.00**
Pb: 978-0-415-95341-2: **\$36.95**
www.routledge.com/9780415953412

Playing It Straight

Uncovering Gender Discourse in the Early Childhood Classroom

Mindy Blaise, Monash University, Australia

Series: *Changing Images of Early Childhood*

2005: 234x156: 216pp
Hb: 978-0-415-95113-5: **\$140.00**
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Rethinking Parent and Child Conflict

Susan Grieshaber, Queensland University of Technology, Australia

Series: *Changing Images of Early Childhood*

2004: 234x156: 240pp
Hb: 978-0-415-93078-9: **\$140.00**
Pb: 978-0-415-93079-6: **\$38.95**
www.routledge.com/9780415930796

Childhood and Postcolonization

Power, Education, and Contemporary Practice

Gaile S. Cannella, Tulane University, USA and **Radhika Viruru**, Texas A&M University, USA

Series: *Changing Images of Early Childhood*

2004: 234x156: 192pp
Hb: 978-0-415-93346-9: **\$140.00**
Pb: 978-0-415-93347-6: **\$36.95**
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NEW**Children, their World, their Education**

Final Report and Recommendations of the Cambridge Primary Review

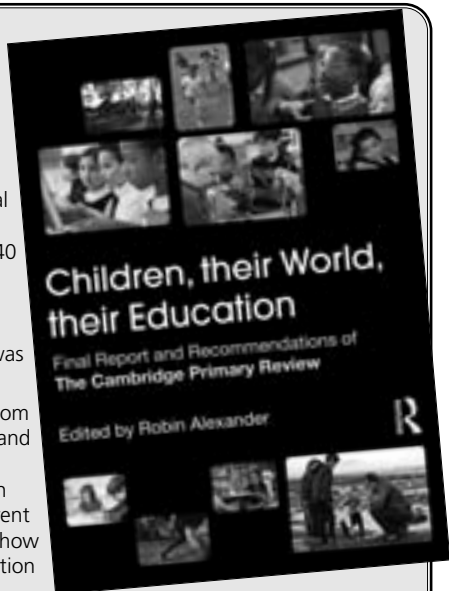
Edited by **Robin Alexander**, University of Cambridge, UK

Children, their World, their Education is the eagerly-awaited final report from the Cambridge Primary Review, the most comprehensive enquiry into English primary education for over 40 years. Supported by Esmée Fairbairn Foundation, based at Cambridge University and undertaken by a team of 100 experts led by well-known educationalist Professor Robin Alexander, the Review has been genuinely and fearlessly independent since it was launched in 2006.

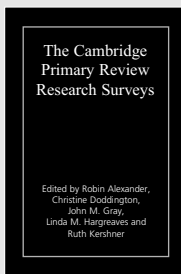
Children, their World, their Education is grounded in evidence from research, official data and the enquiry's thousands of individual and organisational witnesses. It also builds on the 31 interim reports which attracted enormous interest and media attention between 2007 and 2009. The book culminates in conclusions on the current state of primary education, together with recommendations on how it can be improved at the levels of national policy, local organisation and school and classroom practice.

But this is not just a formal report, it is a veritable compendium of information and insight into primary education. On both counts, therefore, it is essential reading for students, teachers, parents and policy-makers. It is far and away the most authoritative source on English primary education and will remain so for years to come.

October 2009: 246x174: 640pp
Hb: 978-0-415-54870-0: **\$155.00**
Pb: 978-0-415-54871-7: **\$57.95**
www.routledge.com/9780415548717

**NEW****The Cambridge Primary Review Research Surveys**

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



The Cambridge Primary Review Research Surveys is the companion volume to *Children, their World, their Education*. It contains, re-edited and updated, the 28 surveys of published research which were specially commissioned for the Cambridge Primary Review from 70 academics in 21 universities in four countries. It is probably the most comprehensive survey of research in primary education yet undertaken.

The surveys are presented in eight groups, each with its own introductory overview to set the scene and provide coherence: children's lives and voices - school, home and community; children's development, learning, diversity and needs; aims, values and contexts for primary education; structure and curriculum; outcomes, standards and assessment; teaching, learning and classroom processes; teacher training, development and workforce reform; policy, governance, funding and quality assurance.

Alongside the careful assessment of the significance and implications of over 3000 published sources, *The Cambridge Primary Review Research Surveys* makes extensive use of international and comparative evidence.

October 2009: 246x174: 704pp
Hb: 978-0-415-54869-4: **\$350.00**
www.routledge.com/9780415548694



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NEW

Children's Living Spaces

Involving Young Children and Adults in Designing Schools, Children's Centres and Nurseries

Alison Clark, The Open University, UK

How can young children play an active role in the designing and developing of nurseries, children's centres, schools?

What methods can be used to bring together children's and practitioner's views about their environment?

What insights can young children offer into good designs for these children's spaces?

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. It provides insights into how young children see their current environment as well as their aspirations for future spaces. The issues raised have implications for those who work in children's spaces as well as for those who design them.

February 2010: 234x156: 160pp
Hb: 978-0-415-45859-7: **\$150.00**
Pb: 978-0-415-45860-3: **\$42.95**
www.routledge.com/9780415458603

NEW

The Routledge International Handbook of Early Childhood Education

Edited by **John Bennett, Tony Bertram, Philip Gammage** and **Christine Pascal**

Edited by four leading experts in the field of early childhood education, this book provides a cutting edge overview and discursive summaries of current research, main debates in the field and future trends. The entire landscape of early childhood education is surveyed through a collection of specially commissioned articles including the following themes:

- Child & Society
- Policy and Politics
- Development and Learning
- Diversity, Learning and Access
- Professionalism and Parents
- New Developments.

This *Handbook* will be an essential work of reference for any student of early childhood education, elementary education, child development, education policy and social work at both undergraduate and graduate level.

December 2009: 234x156: 608pp
Hb: 978-0-415-47951-6: **\$170.00**
www.routledge.com/9780415479516

NEW

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 Nottingham, UK
Iram Siraj-Blatchford and **Brenda Taggart** both at Institute of Education, London, UK

The Effective Pre-school and Primary Education (EPPE) project is the largest European study of the impact of early years education and care.

The findings of the project provide new evidence, in the UK context, of the importance of early childhood experiences and how these influence later outcomes for children both for cognitive as well as social/behavioural development. The book aims to give new insight into early years education by reaching a wide audience interested in policy development and 'effectiveness' research.

This book is essential reading for all those interested in innovative research methodology, policy development in education, early childhood or studying for an early years qualification. It will appeal widely to students and those engaged in providing accredited courses of study (at a range of levels) in early childhood.

December 2009: 234x156: 176pp
Hb: 978-0-415-48242-4: **\$150.00**
Pb: 978-0-415-48243-1: **\$37.95**
www.routledge.com/9780415482431

NEW

Does Every Child Still Matter?

Education and Social Policy in the 21st Century

Catherine Simon and **Stephen Ward**, Bath Spa University, UK

December 2009: 234x156: 192pp
Hb: 978-0-415-49578-3: **\$150.00**
Pb: 978-0-415-49579-0: **\$37.95**
www.routledge.com/9780415495790

NEW**Growing Up With Technology**

Young Children Learning in a Digital Age

Lydia Plowman, Christine Stephen and
Joanna McPake, Institute of Education, University of
Stirling, UK

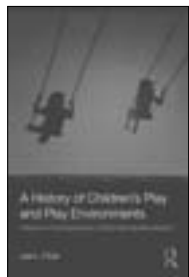
This book explores the role of technology in the lives of three and four-year-old children. It provides a unique contribution to studies in this area by bringing together children's experiences at home and in pre-school settings with the perspectives of parents, practitioners and children.

December 2009: 234x156: 216pp
Hb: 978-0-415-46891-6: **\$150.00**
Pb: 978-0-415-46892-3: **\$39.95**
www.routledge.com/9780415468923

NEW**A History of Children's Play and Play Environments**

Toward a Contemporary Child-Saving Movement

Joe L. Frost, University of Texas, USA



Children's play throughout history has been free, spontaneous, and intertwined with work, set in the playgrounds of the fields, streams, and barnyards. Children in cities enjoyed similar forms of play but their playgrounds were the vacant lands and parks. Today, children have become increasingly inactive, abandoning traditional outdoor play for sedentary, indoor cyber play, and poor diets. The consequences of play deprivation, the elimination and diminution of recess,

and the abandonment of outdoor play are fundamental issues in a growing crisis that threatens the health, development, and welfare of children.

This valuable book traces the history of children's play and play environments from their roots in ancient Greece and Rome to the present time in the high stakes testing environment. Through this exploration, scholar Dr. Joe Frost shows how this history informs where we are today and why we need to re-establish play as a priority. Ultimately, the author proposes active solutions to play deprivation. This book is a must-read for scholars, researchers, and students in the fields of early childhood education and child development.

October 2009: 234x156: 336pp
Hb: 978-0-415-80619-0: **\$150.00**
Pb: 978-0-415-80620-6: **\$49.95**
eBook: 978-0-203-86865-2
www.routledge.com/9780415806206

NEW**A Handbook of Children and Young Peoples Participation**

Perspectives from Theory and Practice

Edited by **Barry Percy-Smith**, University of the West of
England, UK and **Nigel Thomas**, University of Central
Lancashire, UK



A Handbook of Children and Young Peoples Participation brings together key thinkers and practitioners from diverse contexts across the globe to provide an authoritative overview of contemporary theory and practice around children's participation.

Promoting the participation of children and young people - in decision-making and policy development, and as active contributors to everyday family and community life - has become a

central part of policy and programme initiatives in both majority and minority worlds. This book presents the most useful recent work in children's participation as a resource for academics, students and practitioners in childhood studies, children's rights and welfare, child and family social work, youth and community work, governance, aid and development programmes.

The book introduces key concepts and debates, and presents a rich collection of accounts of the diverse ways in which children's participation is understood and enacted around the world, interspersed with reflective commentaries from adults and young people. It concludes with a number of substantial theoretical contributions that aim to take forward our understanding of children's participation.

The emphasis throughout the text is on learning from the complexity of children's participation in practice to improve our theoretical understanding, and on using those theoretical insights to challenge practice, with the aim of realising children's rights and citizenship more fully.

August 2009: 234x156: 352pp
Hb: 978-0-415-46851-0: **\$160.00**
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eBook: 978-0-203-87107-2
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NEW**Learning to Belong**

Exploring Young Children's Participation at the Start of School

Caroline Bath, Sheffield Hallam University, UK



Building on highly topical research surrounding young children's participation, this book draws on a diversity of disciplines exploring the importance of participatory approaches to children's early education and shows how fostering a sense of identity and belonging are essential to early learning.

The chapters demonstrate the importance of listening to the voices of the children and show how to help young children make sense of the rules and hierarchies they encounter in the classroom

and hierarchies they encounter in the classroom

This book is an important addition to debate about the politics and ethics of a highly prescribed and mainly developmentally-informed early years curriculum.

March 2009: 234x156: 128pp

Hb: 978-0-415-48366-7: **\$125.00**

Pb: 978-0-415-48368-1: **\$42.95**

eBook: 978-0-203-87982-5

www.routledge.com/9780415483681

NEW**Key Issues in Childhood and Youth Studies**

Edited by **Derek Kassem** and **Lisa Murphy** both at Liverpool John Moores University, UK and **Elizabeth Taylor**

Key Issues in Childhood and Youth studies presents an informed and critical commentary on a range of key issues related to children and childhood, from birth to eighteen years.

Exploring ideas from the historical development of childhood to the demonising of youth, it is divided into five clearly defined sections, each with their own editorial introduction which highlights the key themes. The sections focus on: The concept and creation of childhood; Child development; Ideas of risk, protection and childhood; The politics of childhood and International perspectives on childhood.

This invaluable textbook provides an overview of childhood and youth studies and encourages students to think about the issues discussed and to develop their own ideas.

November 2009: 246x174: 240pp

Hb: 978-0-415-46888-6: **\$125.00**

Pb: 978-0-415-46889-3: **\$39.95**

eBook: 978-0-203-86498-2

• **To request your complimentary copy, visit**
www.routledge.com/9780415468893

NEW**Talking Beyond the Page**

Reading and Responding to Picturebooks

Edited by **Janet Evans**, Liverpool Hope University, UK



With contributions from some of the world's leading experts, chapters in this book consider how:

- children think about and respond to visual images and other aspects of picturebooks
- children's responses can be qualitatively improved by encouraging them to think and talk about picturebooks before, during and after reading them

- the non-text features of picturebooks, when considered in their own right, can help readers to make more sense out of the book

- different kinds of picturebooks, such as wordless, postmodern, multimodal and graphic novels, are structured

- children can respond creatively to picturebooks as art forms

- picturebooks can help children deal with complex issues in their lives.

This inspiring and thought provoking book is essential reading for teachers, student teachers, literacy consultants, academics interested in picturebook research and those organising and teaching on teacher education courses in children's literature and literacy.

March 2009: 234x156: 224pp

Hb: 978-0-415-47695-9: **\$150.00**

Pb: 978-0-415-47696-6: **\$42.95**

www.routledge.com/9780415476966

NEW**Rethinking Play and Pedagogy in Early Childhood Education**

Concepts, Contexts and Cultures

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

A collection of chapters from international experts in the field of early childhood education who will consider the relationship between children's play and pedagogy from a range of cultural, conceptual and contextual perspectives

May 2010: 234x156: 176pp

Hb: 978-0-415-48075-8: **\$150.00**

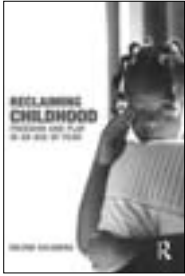
Pb: 978-0-415-48076-5: **\$42.95**

www.routledge.com/9780415480765

Reclaiming Childhood

Freedom and Play in an Age of Fear

Helene Guldberg, The Open University, UK



Reclaiming Childhood confronts the dangerous myths spun about modern childhood. Yes, children today are losing out on many experiences past generations took for granted, but their lives have improved in so many other ways. This book exposes the stark consequences on child development of both our low expectations of fellow human beings and our safety-obsessed culture. Rather than pointing the finger at soft 'junk' targets and labelling children as fragile and easily damaged,

Helene Guldberg argues that we need to identify what the real problems are – and how much they matter.

We need to allow children to grow and flourish, to balance sensible guidance with youthful independence. That means letting children play, experiment and mess around without adults hovering over them. It means giving children the opportunity to develop the resilience that characterises a sane and successful adulthood. Guldberg suggests ways we can work to improve children's experiences, as well as those of parents, teachers and 'strangers' simply by taking a step back from panic and doom-mongering.

January 2009: 234x156: 216pp
Hb: 978-0-415-47722-2: **\$150.00**
Pb: 978-0-415-47723-9: **\$31.95**
eBook: 978-0-203-87041-9
www.routledge.com/9780415477239

Doing Visual Research with Children and Young People

Edited by Pat Thomson, University of Nottingham, UK



Visual media offer powerful communication opportunities. *Doing Visual Research with Children and Young People* explores the methodological, ethical, representational and theoretical issues surrounding image-based research with children and young people. It provides well-argued and illustrated resources to guide novice and experienced researchers through the challenges and benefits of visual research.

2008: 234x156: 240pp
Hb: 978-0-415-43109-5: **\$150.00**
Pb: 978-0-415-43110-1: **\$45.95**
eBook: 978-0-203-87052-5

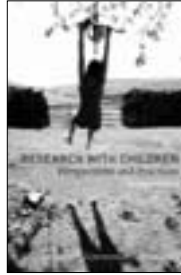
• To request your complimentary copy, visit www.routledge.com/9780415431101

2ND EDITION

Research With Children

Perspectives and Practices

Edited by Pia Christensen, The Research Unit for General Practice, Denmark and Allison James, University of Sheffield, UK



Research with Children is a unique resource book on the methodology of childhood research. Leading and new researchers within the social studies of childhood discuss central questions of epistemology and methodology, demonstrating the links between theory and practice. The theoretical and practical questions are set out in a clear and well-argued fashion and will therefore appeal both to the newcomer to childhood studies and to experienced researchers in the field.

2008: 234x156: 312pp
Hb: 978-0-415-41683-2: **\$150.00**
Pb: 978-0-415-41684-9: **\$45.95**
eBook: 978-0-203-96457-6

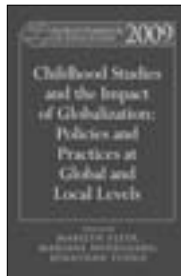
• To request your complimentary copy, visit www.routledge.com/9780415416849

World Yearbook of Education 2009

Childhood Studies and the Impact of Globalization: Policies and Practices at Global and Local Levels

Edited by Marilyn Fleer, Monash University, Australia, Mariane Hedegaard, University of Copenhagen, Denmark and Jonathan Tudge, The University of North Carolina at Greensboro, USA

Series: *World Yearbook of Education series*



The *World Yearbook of Education 2009* examines the concept of childhood and childhood development and learning from educational, sociological, and psychological perspectives. This contributed volume seeks to explicitly provide a series of windows into the construction of childhood around the world, as a means to conceptualizing and more sharply defining the emerging field of global and local childhood studies.

December 2008: 234x156: 352pp
Hb: 978-0-415-99411-8 **\$160.00**
eBook: 978-0-203-88417-1
www.routledge.com/9780415994118

Inside Role-Play in Early Childhood Education

Researching Young Children's Perspectives

Sue Rogers, University of Plymouth, UK and
Julie Evans, College of St Mark and St. John, Plymouth, UK



Based on extensive research, and grounded in everyday classroom practice, the authors of this book explore important issues surrounding play in the early years curriculum.

2008: 234x156: 152pp
Hb: 978-0-415-40496-9: **\$160.00**
Pb: 978-0-415-40497-6: **\$43.95**
eBook: 978-0-203-93030-4
www.routledge.com/9780415404976

Learning Together in the Early Years

Exploring Relational Pedagogy

Edited by **Theodora Papatheodorou** and
Janet R. Moyles, both at Anglia Ruskin University, UK



This book brings together contributions from international experts on early years education to explore and debate relational pedagogy across different countries and in the context of a broad international field.

2008: 234x156: 256pp
Hb: 978-0-415-46932-6: **\$170.00**
Pb: 978-0-415-46933-3: **\$44.95**
eBook: 978-0-203-89416-3
www.routledge.com/9780415469333

Postmodern Picturebooks

Play, Parody, and Self-Referentiality

Lawrence R. Sipe, University of Pennsylvania, USA and
Sylvia Pantaleo, University of Victoria, Canada

Series: Routledge Research in Education

The international researchers and scholars included in this compelling collection of work critically examine and discuss postmodern picturebooks, and reflect upon their unique contributions to both the field of children's literature and to the development of new literacies for child, adolescent, and adult readers.

March 2008: 234x156: 280pp
Hb: 978-0-415-96210-0: **\$95.00**
eBook: 978-0-203-92697-0
www.routledge.com/9780415962100

Reforming Child Protection

Bob Lonne, University of Queensland, Australia,
Nigel Parton, University of Huddersfield, UK,
Jane Thomson, James Cook University, Australia and
Maria Harries, University of Western Australia



Child protection is one of the most high profile and challenging areas of social work, as well as one where children's lives and family life are seen to be at stake. Vital as child protection work is, this book argues that there is a pressing need for change in the understanding and consequent organization of child protection in many English speaking nations. Grounded in the recent and contemporary literature, research and scholarly inquiry, this book

capitalises on the experiences and voices of children, young people, families and workers who are the most significant stakeholders in child protection. It will be an essential read for those who work, research, teach or study in the area.

2008: 234x156: 232pp
Hb: 978-0-415-42905-4: **\$150.00**
Pb: 978-0-415-42906-1: **\$45.95**
eBook: 978-0-203-89467-5
www.routledge.com/9780415429061

The Dangerous Rise of Therapeutic Education

Kathryn Ecclestone, University of Birmingham, UK and
Dennis Hayes, Oxford Brookes University, UK

The silent ascendancy of a therapeutic ethos across the education system and into the workplace demands a book that serves as a wake up call to everyone. Kathryn Ecclestone and Dennis Hayes' controversial and compelling book uses a wealth of examples across the education system, from primary schools to university, and the workplace to show how therapeutic education is turning children, young people and adults into anxious and self-preoccupied individuals rather than aspiring, optimistic and resilient learners who want to know everything about the world.

2008: 234x156: 200pp
Hb: 978-0-415-39700-1: **\$150.00**
Pb: 978-0-415-39701-8: **\$35.95**
eBook: 978-0-203-87056-3
www.routledge.com/9780415397018

The Routledge Reader in Early Childhood Education

Edited by **Elizabeth Wood**, University of Exeter, UK

Early childhood education has always provoked passionate feelings amongst stakeholders at all levels, from practitioners working with children and families in pre-school and school settings, to advisers, managers, politicians, and academics

The purpose of this reader is to examine change, transformation and continuity, and to present indicative scholarship in relation to five key themes:

- theoretical perspectives on learning
- curriculum and pedagogy
- play
- policy
- professionalism and research methods.

Within each theme, the readings have been chosen to exemplify national and international perspectives and trends. This is not to present a homogenised view of early childhood provision and services across cultural contexts; rather the intention is to take a critical perspective on past, present and future directions, and to identify some of the challenges, dilemmas and contradictions posed in research and scholarship.

2007: 234x156: 352pp

Hb: 978-0-415-45151-2: **\$180.00**

Pb: 978-0-415-45152-9: **\$46.95**

www.routledge.com/9780415451529

Global Perspectives on Rural Childhood and Youth

Young Rural Lives

Edited by **Ruth Panelli**, University of Otago, New Zealand, **Samantha Punch**, Stirling University, UK and **Elsbeth Robson**, University of Keele, UK

Series: Routledge Studies in Human Geography

2007: 234x156: 288pp

Hb: 978-0-415-39703-2: **\$130.00**

eBook: 978-0-203-94222-2

www.routledge.com/9780415397032

The Playgroup Movement

Brenda Crowe

2007: 234x156: 176pp

Hb: 978-0-415-43215-3: **\$190.00**

www.routledge.com/9780415432153

5 VOLUME SET

The Origins of Nursery Education

Frederich Froebel and the English System

Edited by **Kevin Brehony**, University of Reading, UK

February 2007: 234x156: 2496pp

Set: 978-0-415-44217-6: **\$1445.00**

www.routledge.com/9780415442176

2ND EDITION

Play from Birth to Twelve

Contexts, Perspectives, and Meanings

Edited by **Doris Pronin Fromberg**, Hofstra University, USA and **Doris Bergen**, Miami University of Ohio, USA

2006: 246x174: 480pp

Hb: 978-0-415-95111-1: **\$140.00**

Pb: 978-0-415-95112-8: **\$44.95**

www.routledge.com/9780415951128

2ND EDITION

Handbook of Research on the Education of Young Children

Second Edition

Edited by **Bernard Spodek**, University of Illinois at Urbana Champaign, USA and **Olivia N. Saracho**, University of Maryland, College Park, USA

2005: 276x219: 624pp

Hb: 978-0-8058-4720-8: **\$250.00**

Pb: 978-0-8058-4721-5: **\$85.00**

www.routledge.com/9780805847215

NEW

Children, Spirituality, Loss and Recovery

Edited by **Joyce E. Bellous**, McMaster Divinity College, Canada

The book demonstrates the hopeful stance the young take in response to ordinary suffering and significant trauma when adults talk with them about their losses. This book was published as a special issue of the *International Journal of Children's Spirituality*.

August 2009: 246x174: 128pp

Hb: 978-0-415-55136-6: **\$125.00**

www.routledge.com/9780415551366

NEW**Family Factors And The Educational Success Of Children**

Edited by **William Jeynes**, California State University, USA

Family Factors and the Educational Success of Children addresses a wide range of family variables and a diverse array of family situations in order to understand the dynamics of the multifaceted relationship between family realities and educational outcomes of children. This book was published as a double special issue of *Marriage and Family Review*.

July 2009: 234x156: 448pp
 Hb: 978-0-7890-3761-9: **\$125.00**
 Pb: 978-0-7890-3762-6: **\$45.95**
www.routledge.com/9780789037626

Spiritual Education in a Divided World

Social, Environmental and Pedagogical Perspectives on the Spirituality of Children and Young People

Edited by **Cathy Ota**, University of Brighton, UK and **Mark Chater**

Series: *Spirituality in Education*

2007: 246x174: 216pp
 Hb: 978-0-415-39191-7: **\$140.00**
www.routledge.com/9780415391917

NEW**Men in the Lives of Young Children**

An international perspective

Edited by **Deborah Jones** and **Roy Evans**, Both at Brunel University, UK

This book presents an international perspective on the involvement of men in the lives of young children across a range of differing contexts and from a number of disciplinary perspectives. This book was published as a special issue of *Early Child Development and Care*.

June 2009: 246x174: 216pp
 Hb: 978-0-415-49704-6: **\$125.00**
www.routledge.com/9780415497046

3RD EDITION**Global Childhoods**

Globalization, Development and Young People

Edited by **Stuart Aitken**, San Diego State University, USA

2007: 246x174: 200pp
 Hb: 978-0-415-41145-5: **\$140.00**
 Pb: 978-0-415-49488-5: **\$40.00**
www.routledge.com/9780415494885

NEW**Children Exposed To Violence**

Current Issues, Interventions and Research

Edited by **Robert Geffner**, California School of Professional Psychology, USA, **Dawn Griffin**, Alliant International University, USA and **James Lewis III**, New Opportunities Inc., USA

Children's exposure to violence (CEV) in their home, their community, and our society has finally been recognized as a serious mental health, social, and public health problem. This book highlights a summary of relevant current research, practice, and policy issues. This book was published as a special issue of the *Journal of Emotional Abuse*.

January 2009: 234x156: 266pp
 Hb: 978-0-7890-3827-2: **\$125.00**
 Pb: 978-0-7890-3828-9: **\$45.95**
www.routledge.com/9780789038289

Assessment in Residential Care for Children and Youth

Edited by **Roy Rodenhiser**, Boise State University, USA

Assessment in Residential Care for Children and Youth provides practical information on the placement of children in residential care programs, the efficacy of those programs, staff issues, and outcomes for youths in the programs. This book was published as a special issue of *Residential Treatment for Children and Youth*.

2008: 234x156: 212pp
 Hb: 978-0-7890-3838-8: **\$150.00**
 Pb: 978-0-7890-3839-5: **\$45.95**
www.routledge.com/9780789038395

Doing Children's Geographies

Methodological Issues in Research with Young People

Edited by **Lorraine van Blerk**, University of Reading, UK and **Mike Kesby**, University of St. Andrews, UK

Doing Children's Geographies provides a useful resource for all those embarking on research with young people. Drawing on reflections from original cutting-edge research undertaken across three continents, the book focuses on the challenges researchers face when working with children, youth and their families.

This book was previously published as a special issue of *Children's Geographies*

2008: 246x174: 240pp
 Hb: 978-0-415-44820-8: **\$140.00**
www.routledge.com/9780415448208

NEW

2ND EDITION

Key Issues in Early Years Education

Edited by **Sandra Smidt**, Independent Education Consultant, UK



Key Issues in Early Years Education is the second edition of *The Early Years: a reader*. This essential text for students and professionals is unique in its range of voices and topics and in its determination to see the child as central to learning and development.

This fully revised collection is a comprehensive investigation into the key issues in early years education which:

- provides a blend of real life examples and theory, drawn from a diversity of early childhood settings and classes
- is written in an accessible voice
- brings theory to life by linking it with practice
- examines how children explore, express and represent their worlds.

Many of the original sections have been revised and updated to take account of changes to the education system over the last decade.

This fascinating and highly readable book will be of interest to teachers, practitioners, students and anyone concerned with the care and education of our youngest children.

July 2009: 234x156: 192pp
Hb: 978-0-415-46526-7: **\$125.00**
Pb: 978-0-415-46525-0: **\$35.95**
eBook: 978-0-203-86762-4

- **To request your complimentary copy, visit www.routledge.com/9780415465250**

NEW

2ND EDITION

Working with Children in the Early Years

Edited by **Carrie Cable**, **Linda Miller** and **Gill Goodliff**, all at The Open University, UK



Working with Children in the Early Years is an accessible introduction to early years theories, policy and practice, offering practitioners in a diverse range of settings the opportunity to develop their knowledge, understanding and skills for working with young children. This fully updated second edition builds on new government agendas and interests in supporting quality provision for young children and their families. Bringing together current research and thinking in a broad range of areas, it covers: the diversity of practitioner roles and multi-agency working; working with families; listening to children; observing and assessing; developing professional roles; eath and well being; curriculum and pedagogy and the importance of play and learning in the early years.

July 2009: 246x189: 304pp
Hb: 978-0-415-49698-8: **\$125.00** • Pb: 978-0-415-49699-5: **\$37.95**

- **To request your complimentary copy, visit www.routledge.com/9780415496995**

NEW

2ND EDITION

Understanding the Reggio Approach

Early Years Education in Practice

Linda Thornton, Educational Consultant and
Pat Brunton, Educational Consultant



Understanding the Reggio Approach is a much needed source of information for those wishing to extend and consolidate their understanding of the Reggio Approach. Analysing the essential elements of the Reggio Approach to early childhood and its relationship to quality early years practice, this new edition is fully updated with the latest developments, including references to the Early Years Foundation Stage and a brand new chapter focusing on creativity.

This book:

- Describes the key features of the Reggio Approach to early childhood and provides examples from infant-toddler centres and preschools in Reggio Emilia
- Provides students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the EYFS
- Highlights the key ideas that practitioners should consider when reviewing and reflecting on their own practice
- Can be used as the basis for continuing professional development and action research.

Written to support the work of all those in the field of early education and childcare, this is a vital text for students, early years and childcare practitioners, teachers, Early Years Professionals, Children's Centre professionals, lecturers, advisory teachers and setting managers.

June 2009: 246x174: 144pp
Pb: 978-0-415-48247-9: **\$37.95**
www.routledge.com/9780415482479



NEW**Early Childhood Mathematics Education Research**

Learning Trajectories for Young Children

Julie Sarama and **Douglas H. Clements**, both at University at Buffalo, SUNY, USA*Series: Studies in Mathematical Thinking and Learning Series*

This important new book synthesizes relevant research on the learning of mathematics from birth into the primary grades from the full range of these complementary perspectives. At the core of early math experts Julie Sarama and Douglas Clements's theoretical and empirical frameworks are learning trajectories—detailed descriptions of children's thinking as they learn to achieve specific goals in a mathematical domain, alongside a related set of instructional tasks

designed to engender those mental processes and move children through a developmental progression of levels of thinking.

Rooted in basic issues of thinking, learning, and teaching, this groundbreaking body of research illuminates foundational topics on the learning of mathematics with practical and theoretical implications for all ages. Those implications are especially important in addressing equity concerns, as understanding the level of thinking of the class and the individuals within it, is key in serving the needs of all children.

March 2009: 234x156: 424pp
 Hb: 978-0-8058-6308-6: **\$150.00**
 Pb: 978-0-8058-6309-3: **\$68.95**
 eBook: 978-0-203-88378-5
www.routledge.com/9780805863093

3RD EDITION**Teaching and Learning in the Early Years**

Edited by **David Whitebread** and **Penelope Coltman**, Both at University of Cambridge, UK



The third edition of this invaluable companion for Early Years practitioners provides a broad-ranging and up-to-date review of current thinking and best practice within Foundation Stage and Key Stage 1 education.

2008: 246x174: 456pp
 Pb: 978-0-415-42479-0: **\$42.50**
 eBook: 978-0-203-93082-3
 • To request your complimentary copy, visit
www.routledge.com/9780415424790

NEW**Learning and Teaching Early Math**

The Learning Trajectories Approach

Douglas H. Clements and **Julie A. Sarama**, Both at University at Buffalo, SUNY, USA*Series: Studies in Mathematical Thinking and Learning Series*

In this important new book for pre- and in-service teachers, early math experts Douglas Clements and Julie Sarama show how 'learning trajectories' help teachers become more effective professionals. By opening up new windows to seeing young children and the inherent delight and curiosity behind their mathematical reasoning, learning trajectories ultimately make teaching more joyous. They help teachers understand the varying level of

knowledge and thinking of their classes and the individuals within them as key in serving the needs of all children. In straightforward, no-nonsense language, this book summarizes what is known about how children learn mathematics, and how to build on what they know to realize more effective teaching practice. It will help teachers understand the learning trajectories of early mathematics and become quintessential professionals.

March 2009: 246x174: 344pp
 Hb: 978-0-415-99591-7: **\$150.00**
 Pb: 978-0-415-99592-4: **\$49.95**
 eBook: 978-0-203-88338-9
www.routledge.com/9780415995924

Play, Creativity and Digital Cultures

Edited by **Rebekah Willett**, Institute of Education, London, UK, **Muriel Robinson**, Bishop Grosseteste University College, UK and **Jackie Marsh**, University of Sheffield, UK

Series: Routledge Research in Education

Recent work on children's digital cultures has identified a range of literacies emerging through children's engagement with new media technologies. This edited collection focuses on children's digital cultures, specifically examining the role of play and creativity in learning with these new technologies.

Offering current research, theoretical debate and empirical studies, this intriguing text will challenge the thinking of scholars and teachers alike as it explores the evolving nature of play within the media landscape of the 21st-century.

2008: 234x156: 254pp
 Hb: 978-0-415-96311-4: **\$95.00**
 eBook: 978-0-203-88869-8
www.routledge.com/9780415963114



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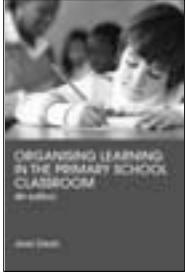


Routledge
 Taylor & Francis Group

4TH EDITION

Organising Learning in the Primary School Classroom

Joan Dean, OBE



Organising Learning in the Primary School Classroom has been recognised as an indispensable guide for primary school teachers in their quest for more effective practice in the classroom.

Now in its 4th edition, the book retains these strengths but has been brought right up to date with the many changes that are taking place nationally and globally.

Throughout, the aim is to get teachers and student teachers to analyse their own classrooms and to produce solutions that will work for them.

2008: 234x156: 296pp

Pb: 978-0-415-46519-9: **\$41.95**

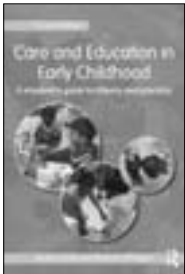
• To request your complimentary copy, visit www.routledge.com/9780415465199

2ND EDITION

Care and Education in Early Childhood

A Student's Guide to Theory and Practice

Audrey Curtis, Former President of the World Organisation for Early Childhood Education (OMEPE), UK and **Maureen O'Hagan**, Director of Quality Assurance at the Council for Awards in Children's Care and Education (CACHE), UK



This fully updated and revised new edition, rewritten to include the new Early Years Foundation Stage, now meets the needs of students on Foundation degrees, Early Childhood Degrees and the new Early Years Professional qualification.

2008: 246x174: 208pp

Pb: 978-0-415-45757-6: **\$41.95**

• To request your complimentary copy, visit www.routledge.com/9780415457576

Applied Cognitive Research in K-3 Classrooms

Edited by **S. Kenneth Thurman** and **Catherine A. Fiorello**, both at Temple University, Philadelphia, USA



Applied Cognitive Research in K-3 Classrooms provides researchers, professionals, and graduate students in the fields of cognitive psychology, school psychology, educational psychology, educational research, and early elementary-level education with current understanding of research in the school environment and sets an agenda for further research that applies cognitive psychology in early elementary classrooms.

2008: 234x156: 320pp

Hb: 978-0-8058-5821-1: **\$140.00**Pb: 978-0-8058-5822-8: **\$51.95**

eBook: 978-0-203-93268-1

www.routledge.com/97808058582828**The New Early Years Professional**

Dilemmas and Debates

Edited by **Angela D. Nurse**

Celebrating the spirit and need for increased multi-disciplinary working and co-operation in the care and education of children, this book addresses the emergence of a new type of early years professional.

2007: 246x174: 208pp

Pb: 978-1-84312-423-8: **\$35.95**

eBook: 978-0-203-93518-7

www.routledge.com/9781843124238

3RD EDITION

A Guide to Early Years Practice

Sandra Smidt, Independent Education Consultant, UK

This is a practical, accessible guide to early years practice. The author examines current theories about how children learn best and focuses on how we can support and extend the learning of young children.

2007: 234x156: 200pp

Pb: 978-0-415-41604-7: **\$34.95**

eBook: 978-0-203-96458-3

• To request your complimentary copy, visit www.routledge.com/9780415416047

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

2005: 276x219: 144pp
Hb: 978-0-415-95117-3: **\$120.00**
Pb: 978-0-415-95118-0: **\$24.95**
www.routledge.com/9780415951180

NEW

Children's Writing and Drawing as Design

Diane Mavers, Institute of Education, London, UK

Series: Routledge Research in Education

This book explores the variety of means by which children make meaning graphically in response to different social contexts. Mavers discusses children's resourcefulness in their selection, shaping and combination of resources in paper-based and digital mediums and in educational and leisure-related contexts. The recognition that meanings are made with the resources of different modes opens up new possibilities for understanding representation and communication and raises questions about what the resources of different modes are and how they are interrelated. Building upon key concepts developed in recent empirical studies in and theorization of multimodality from a social semiotic perspective, this book offers ways of understanding children's writing and drawing – both discretely and in combination – as design.

June 2009: 234x156: 176pp
Hb: 978-0-415-96155-4: **\$95.00**
www.routledge.com/9780415961554

Multimedia and Literacy Development

Improving Achievement for Young Learners

Edited by **Adriana G. Bus**, Leiden University, the Netherlands and **Susan B. Neuman**, The University of Michigan, USA



Representing the state of the art in multimedia applications and their promise for enhancing early literacy development, this volume broadens the field of reading research by looking beyond print-only experiences to young readers' encounters with multimedia stories on Internet and DVD.

2008: 234x156: 304pp
Hb: 978-0-415-98841-4: **\$140.00**
Pb: 978-0-415-98842-1: **\$43.95**
eBook: 978-0-203-89215-2
www.routledge.com/9780415988421

Children's Learning in Laboratory and Classroom Contexts

Essays in Honor of Ann Brown

Edited by **Joseph Campione**, **Kathleen Metz**, both at University of California at Berkeley, USA and **Annemarie Sullivan Palincsar**, University of Michigan, Ann Arbor, USA

2007: 234x156 : 272pp
Hb: 978-0-8058-5691-0: **\$79.95**
www.routledge.com/9780805856910

2ND EDITION

Play and Literacy in Early Childhood

Research From Multiple Perspectives

Edited by **Kathleen A. Roskos** John Carroll University USA and **James F. Christie**, Arizona State University, USA

2007: 234x156 : 264pp
Hb: 978-0-8058-5639-2: **\$85.00**
Pb: 978-0-8058-5640-8: **\$36.95**
eBook: 978-1-4106-1777-4
www.routledge.com/9780805856408

Critical Issues in Early Literacy

Research and Pedagogy

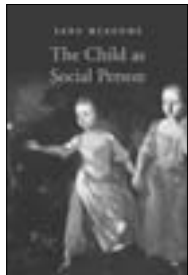
Edited by **Yetta Goodman**, University of Arizona, USA and **Prisca Martens**, Towson University, USA

2007: 328pp
Hb: 978-0-8058-5899-0: **\$105.00**
Pb: 978-0-8058-5900-3: **\$41.95**
eBook: 978-1-4106-1633-3
www.routledge.com/9780805859003

NEW

The Child as Social Person

Sara Meadows, Graduate School of Education,
University of Bristol, UK



This book provides a critical review of the psychological literature on the development of personality, social cognition, social skills, social relations and social outcomes from birth to early adulthood. It evaluates evidence on both normal and abnormal social development, prosocial and antisocial behaviour, and across cultures. As well as outlining the theory, the book addresses applied issues such as delinquency, school failure, and social exclusion.

Using a coherent theoretical structure, *The Child as Social Person* examines material from across the biological and social sciences to present an integrated account of what we do and do not know about the development of the child as a social actor.

The Child as Social Person provides an integrated overview of the exciting field of developmental social psychology, and as such will be essential reading for advanced undergraduate students in psychology, education and social work, as well as postgraduates and researchers in these disciplines.

November 2009: 234x156: 424pp

Hb: 978-0-415-45199-4: **\$89.95**

Pb: 978-0-415-45200-7: **\$41.95**

- To request your complimentary copy, visit www.routledge.com/9780415452007

Participatory Learning in the Early Years

Research and Pedagogy

Edited by **Donna Berthelsen** and **Jo Brownlee**, both at Queensland University of Technology, Australia and **Eva Johansson**, Gothenburg University, Sweden

Series: *Routledge Research in Education*



The early years are an important period for learning, but the questions surrounding participatory learning amongst toddlers remain under-examined. This book presents the latest theoretical and research perspectives about how ECEC (Early Childhood Education and Care) contexts promote democracy and citizenship through participatory learning approaches. The contributors provide insight into national policies, provisions, and

practices and advance our understandings of theory and research on toddlers' experiences for democratic participation across a number of countries, including the UK, Australia, New Zealand, the United States, Canada, Sweden, and Norway.

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