



Lyssnandets Pedagogik Etik Och Demokrati I Pedagogiskt Arbete

Hansson, Thomas

Lyssnandets Pedagogik Etik Och Demokrati I Pedagogiskt Arbete:

Lyssnandets pedagogik Ann Åberg,Hillevi Lenz Taguchi,2005 **Pedagogical Documentation in Early Years**

Practice Alma Fleet,Catherine Patterson,Janet Robertson,2017-06-13 Pedagogical documentation is a vital method of assessing and observing young children and is a practice that enables practitioners families and children to learn alongside each other This book draws on the projects and experiences of senior researchers from nations including Australia Canada Sweden Singapore the UK and the USA to highlight multiple approaches to pedagogical documentation Topics explored include using video in pedagogical documentation making the most of outdoor learning environments developing pedagogical documentation within curriculum frameworks the relationship with Early Years transitions the potential of pedagogical documentation for leadership enactment The book offers guidance support and inspiration to practitioners and researchers on how to implement meaningful and sustainable child focused observation in early years contexts *Progress, Change and Development in Early Childhood Education and Care* Elizabeth Coates,Dorothy Faulkner,2017-10-02 In 2000 the Millennium Development Goals set out targets aimed at creating a safer more prosperous and more equitable world If these goals were to be achieved children s lives would indeed be transformed In this collection achievements against these targets are identified with each contributor examining the progress made in early years provision in Australia China England Greece the Netherlands Portugal South Africa and Sweden They highlight the priorities and agendas of their respective governments and focus on the trends and issues which are particularly relevant to each situation thereby revealing the social and educational inequalities that persist across countries A common theme running through this volume concerns the political tensions that arise when governments and educators hold fundamentally different views about the nature and purpose of early years education and the needs of children and families It is clear that although the past two decades have seen many changes in attitude towards the importance of the early years of life politically economically and environmentally much still remains to be done if the Millennium Development Goals for young children and their families are to be fully met Despite this this volume demonstrates that those who work in this area continue to experience a deep concern for the well being of young children which transcends cultures frontiers and political and sectarian divides This book was originally published as a special issue of the International Journal of Early Years Education *Disrupting Early Childhood Education Research* Will Parnell,Jeanne Marie Iorio,2015-12-22 Recent and increasing efforts to standardize young children s academic performance have shifted the emphases of education toward normative practices and away from qualitative substantive intentions Connection to human experience compassion for societal ailments and the joys of learning are straining under the pressure of quantitative research competition and test scores exemplified by federal funding competitions and policymaking Disrupting Early Childhood Education Research critically interrogates the traditional foundations of early childhood research practices to disrupt the status quo through imaginative cutting edge research in diverse U S and international contexts Its

chapters are driven by empirical data derived from unique research projects and a variety of contemporary methodologies that include phenomenological studies auto ethnographic writings action oriented studies arts based methodologies and other innovative approaches By giving voice to marginalized social science researchers who are active in learning school and early education sectors this volume explores the meanings of actionable and everyday approaches based on the experiences of young children their families and educators **Becoming Pedagogue** Liselott Olsson,2023-03-31 Returning to the origins of education Becoming Pedagogue explores its role in today s society by reuniting philosophy with pedagogy It investigates the aesthetics ethics and politics of childhood education and what a teacher really does enabling educators to define and perform their profession as per its historical and intellectual roots Reflecting on the practice science and knowledge tradition of pedagogy as well as abstract and formalist discourse at all levels Olsson s work evokes real becoming and free aspects of educational experiences and events Through a close reading of French philosopher Henri Bergson s major works historical and contemporary pedagogical resources as well as the pedagogy developed in the early childhood centres in Reggio Emilia Italy it develops a critical cum creative methodology that both analyses the present educational situation as well as creates new pedagogical alternatives Using brand new perspectives as well as practical examples of what teachers do Becoming Pedagogue will provide students educators and researchers tools for critiquing simplified ideas of what a teacher is as well as giving them inspiration to experiment with alternative ways of teaching

The Routledge International Handbook of Early Childhood Play Tina Bruce,Pentti Hakkarainen,Milda Bredikyte,2017-06-14 Historical changes in play are taking place in childhood all over the world with the digitalisation of children s lives Researchers are worried about the disappearance of advanced forms of play and the prioritization of time spent with loving adults supporting play with babies and toddlers At the same time our understanding about the crucial importance of individual development is becoming clearer The Routledge International Handbook of Early Childhood Play explores these issues and more It proposes the importance of adult participation in play as adult guidance brings the possibility of moral cultural and symbolic elements to children s play and enhances the educational opportunities in adult child joint play The book also examines the aesthetic dimension of play and its role in the development of imagination and creativity With contributors from many parts of the world this unique handbook brings together the latest research and highlights practice which focuses on play This is an essential and engaging read for all students academics teachers and practitioners with an interest in play

Contemporary Approaches to Activity Theory: Interdisciplinary Perspectives on Human Behavior Hansson, Thomas,2014-10-31 The human mind is best understood when it is studied in the context of meaningful and goal oriented interactions between individuals and their environment These internal and external activities help to shape the human consciousness and experience Contemporary Approaches to Activity Theory Interdisciplinary Perspectives on Human Behavior is an opportunity to study the complex socially oriented contexts of humans by considering the entirety of our environments cultures motivations signs and tools and

various activities Highlighting strategies in design educational and work practice and methodological analysis this book is an essential reference source for academicians researchers and students interested in gaining a thorough understanding of the interaction between humans and their environments [Teaching Mathematics as to be Meaningful – Foregrounding Play and Children’s Perspectives](#) Hanna Palmér, Camilla Björklund, Elin Reikerås, Jessica Elofsson, 2023-10-29 This open access book’s theme is Teaching mathematics as to be meaningful foregrounding children’s play and perspectives It discusses the relation between teachers children and mathematical content within the context of play with a particular focus on the framing of these relations within this context which is an important theme in the debate on whether teaching should be integrated with or separated from children’s play The work further addresses meaningfulness in the learning process particularly from the child’s perspective Globally most guidelines and curricula for early childhood education mention play as one of the key features for young children’s learning Still there are quite different views on the definitions of play and in what ways play should become part of children’s learning The chapters of the book mirror the research topics presented at the fifth POEM conference in May 2022 divided into four sub themes Play and learning Children’s perspectives on mathematics Teachers competencies and Theorizing aspects of early mathematics education

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