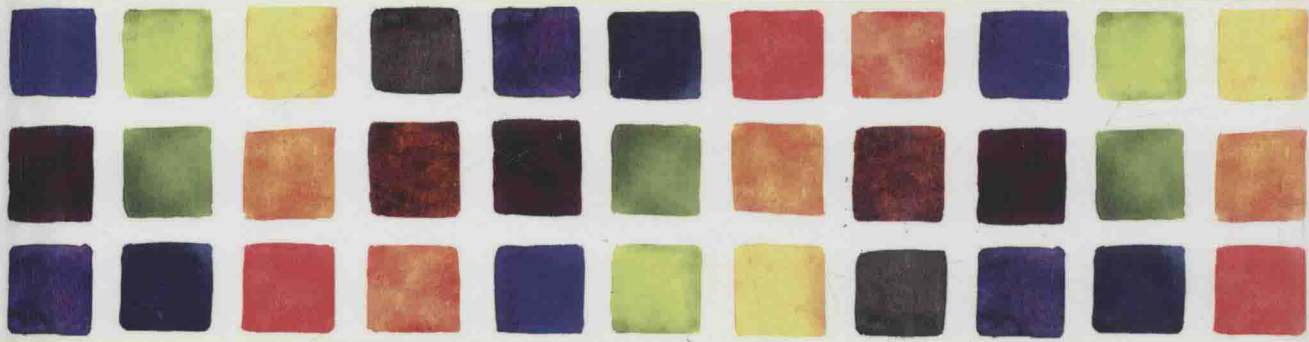


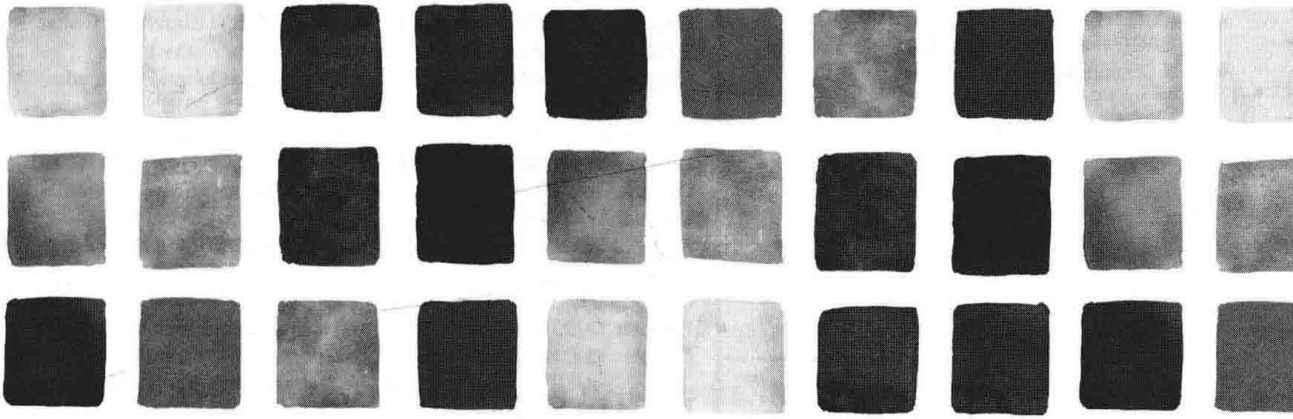
The SAGE Handbook of
Early Childhood
Research



Edited by
Ann Farrell,
Sharon Lynn Kagan
and E. Kay M. Tisdall



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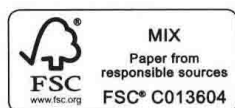
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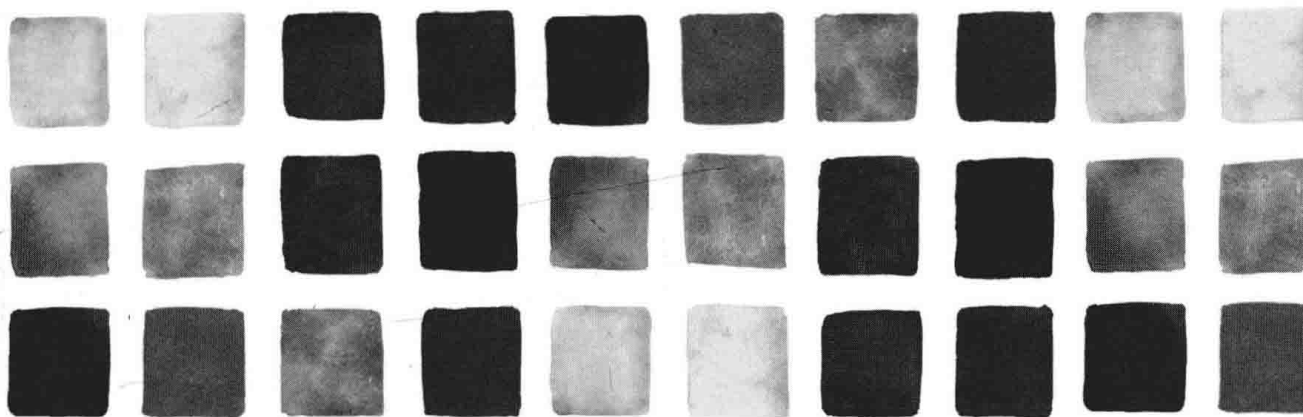
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Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy at Teachers College, Columbia University and Professor Adjunct at Yale University's Child Study Center. Author of over 250 articles, author/editor of 15 volumes and the recipient of scores of research grants, Kagan's work examines dimensions of early childhood policy. Using this scholarship to improve practice and policy, Kagan serves on numerous boards and consults with over 70 countries. A past president of the National Association for the Education of Young Children, she has received international and national honorary doctoral degrees, is a Fellow of the American Educational Research Association, a member of the National Academy of Education, a Fulbright recipient, and is the only woman in the USA to have received its three most prestigious awards: the Distinguished Service Award (Council of Chief State School Officers), the James Bryant Conant Award for Lifetime Service to Education, and the Harold W. McGraw, Jr. prize.

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THE CONTRIBUTORS

Mike Anderson is Dean of the School of Psychology and Exercise Science at Murdoch University and Research Director of the Project KIDS neurodevelopmental research program. His core area of research expertise is in individual differences and the development of intelligence, and his key theoretical contribution is the Minimal Cognitive Architecture theory of intelligence. Professor Anderson's current projects include an exploration of neurodevelopment in children with Type 1 Diabetes Mellitus, children born extremely preterm, and typically developing children. MRI, ERP and psychometric data from these studies are illuminating similarities and differences in the structures and processes of brain function in children with different developmental challenges.

Maria Caridad Araujo is a Lead Economist in the Social Protection and Health Division of the Inter-American Development Bank. Her work at the IDB has focused on issues of early childhood development and poverty alleviation. From 2003 to 2005, she taught on Georgetown University's masters-level program in Public Policy. Between 2003 and 2009, she worked at the World Bank in the areas of poverty and inequality, education and social protection, in East and Central Asia and Latin America. Maria Caridad's work has been published in peer-reviewed journals and she is the author and co-author of book chapters on social protection, poverty, and the political economy of policy-making processes. She is Ecuadorian and she holds a PhD in agricultural and natural resource economics from the University of California, Berkeley.

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Malcolm Bush is an Affiliated Scholar at Chapin Hall at the University of Chicago and Senior Adviser to the International Center for Research and Policy on Childhood at the Pontifical Catholic University of Rio de Janeiro. His publications include research in the USA and Brazil on community economic development, low-income children and families, and workforce

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Margaret Carr is Director of the Early Years Research Centre at the University of Waikato. Her research interests have focused primarily on assessment practices and pedagogy in early childhood centers and the early years of school. Three books describe these interests. The first is a 2010 volume entitled *Learning in the Making* (Sense, Rotterdam), in which 14 children's learning journeys were traced from their last year in an early childhood center to their first few months at school, with three dispositions in mind: reciprocity, resilience and imagination. Two books (SAGE, 2001 and 2012) are about learning stories as narrative formative assessments. The second of these – *Learning Stories: Constructing Learner Identities in Early Education* – is written in collaboration with Wendy Lee (Director of Educational Learning Project). Her current research is on children's learning in museums, in collaboration with Jeanette Clarkin-Phillips and Bronwen Cowie (from early childhood center and a primary school) and Brenda Soutar (te kōhanga reo and te kura kaupapa Māori).

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Bronwen Cohen is Honorary Professor in the School of Social and Political Science at the University of Edinburgh. She has over 35 years' experience in social and educational policy and research at NGO, government and university levels. Her current area of research is place-based learning in Scotland, Norway and the USA. Her recent publications include 'Education in Norway and Scotland: developing and re-forming the systems', in *Northern Neighbours: Scotland and Norway since 1800*, with Wenche Rønning (Edinburgh University Press, 2015); 'Place-based learning in early years services: approaches and examples from Norway and Scotland', in *International Perspectives in the Early Years*, with Wenche Rønning (SAGE, 2014); and 'Developing ECEC services in regionalised administrations: Scotland's post-devolution experience', in the *International Journal of Early Childhood* (2013).

Bronwen Cowie is Director of the Wilf Malcolm Institute of Educational Research at the University of Waikato. Her research has focused on formative assessment practices in primary and secondary classrooms, with a particular interest in student voice and cultural responsiveness. Other areas of interest include curriculum implementation and the role of information and communication technologies in teaching and learning science and making the science conducted by New Zealand scientists accessible to New Zealand teachers and students. She is currently working on a three year Teaching and Learning Research Initiative project focused on developing the mathematical thinking that student teachers need for the breadth of their professional role – teaching and learning across the school curriculum, data literacy and administration. Her other current research is on children's learning in museums, in collaboration with Margaret Carr and Jeanette Clarkin-Phillips (from early childhood centre and a primary school) and Brenda Soutar (te kōhanga reo and te kura kaupapa Māori).

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Michael H. Levine is the Executive Director of the Joan Ganz Cooney Center at Sesame Workshop. The Center conducts research and convenes leaders to promote investments in high-quality media experiences for children. He previously oversaw the Carnegie Corporation of New York's groundbreaking work in early childhood development and was a senior advisor to the New York City Schools Chancellor, where he directed dropout prevention, afterschool, and early childhood initiatives. Dr Levine serves on New York City's Universal Pre-Kindergarten Scientific Advisory Council, and is a Pahara-Aspen Education Reform Fellow. Michael received

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Linda Mitchell is Associate Director of the Early Years Research Centre at the University of Waikato. Her research interests are focused on the idea of early years services as democratic communities for citizenship and social justice. These ideas can be linked to policy and curriculum. Linda has led several evaluations of national ECE policies, including of New Zealand's strategic plan for ECE and her current evaluation of the government's ECE Participation Programme. A key aspect of these evaluations is interviews with families about their views and experiences of early childhood education. Her current research includes a community research project with Congolese refugee families, examining experiences of resettlement and of early childhood education, and a project analysing teaching and learning in culturally diverse early childhood settings. Recently, she worked with a research team for the data collection of the Continuity of Early Learning: Learning Progress and Outcomes in the Early Years project, investigating assessment documentation gathered in ECE services and primary schools, and how information is exchanged at transition points.

Marisa Morin BA is a Doctoral Student in Developmental Psychology at Teachers College, Columbia University. She is a graduate research fellow at the National Center for Children and Families (NCCF) at Teachers College, which focuses on policy research on children and families (www.policyforchildren.org). Her research interests focus on the effects of poverty on child and family well-being. She has previously conducted research examining the quality of parent-child interactions within the juvenile justice system. Currently, she is examining how contextual factors, such as religion, affect parenting practices and subsequent child development in low-income populations. In addition, she is involved with NCCF in a national evaluation of home visiting programs within the United States (Mother Infant Home Visiting Program Evaluation).

Peter Moss is an Emeritus Professor at the Thomas Coram Research Unit, UCL Institute of Education, University College London. He has a wide range of interests including education (early childhood and subsequently), the relationship between care, employment and gender, and social pedagogy. He is currently editing a book of the selected writings and speeches of Loris Malaguzzi, the great Italian educator from Reggio Emilia. His latest book, published in the Contesting Early Childhood series, is *Transformative Change and Real Utopias in Early Childhood Education: The Story of Democracy, Experimentation and Potentiality* (Routledge, 2014).

M. Shaun Murphy is an Associate Professor in the Department of Educational Foundations at the University of Saskatchewan. His research interests are based in relational narrative inquiry

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Claire O’Kane is a Child Rights Practitioner, Researcher and Advocate with two decades of international experience working in development and humanitarian contexts, particularly in Asia and Africa. She worked with Save the Children for many years, and has been an international child rights consultant since 2011. She was a lead researcher for a two-year research and evaluation process on children’s participation in armed conflict, post-conflict and peace building with Save the Children Norway (2006–2007). Claire has published a number of articles, reports and programme guidance on child rights, child protection, children’s citizenship, participation and peace building.

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Alan Pence is UNESCO Chair for Early Childhood Education, Care and Development, and a and Professor, University of Victoria, Canada. He was the founding director of the First Nations Partnerships Program at the University, the Unit for Early Years Research and Development, and founder and current director of the Early Childhood Development Virtual University (ECDVU), a graduate-level web-based leadership and capacity-building program active in Sub-Saharan Africa since 2000. The author of over 130 articles and chapters, two of his thirteen books that relate closely to this article are *Africa’s Future, Africa’s Challenge: Early Childhood Care and Development in Sub-Saharan Africa* (edited with Garcia and Evans, 2008), and *Complexities, Capacities, Communities: Changing Development Narratives in Early Childhood Education, Care and Development* (with Benner, 2015).

Helen Penn is Emeritus Professor of Early Childhood in the Cass School of Education, University of East London (UEL), and is a co-Director of the International Centre for the Study of the Mixed Economy of Childcare at UEL. She has been carrying out research and development in low- and middle-income countries in Africa and Central Asia for the last 20 years, for a variety of international agencies including the EU, the Asian Development Bank, UNICEF, UNESCO and Save the Children UK.

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Corinne Reid is a Clinical Psychologist and Academic Chair of the postgraduate clinical training program at Murdoch University. Her focus is on translational clinical research that builds bridges between research and practice. Dr Reid's primary research interest is in working with vulnerable groups of children to better understand their developmental trajectories and to help practitioners design individualized interventions that have a good fit with the needs of each child and their family. She also works with several remote indigenous communities to learn about the needs of young children and families living in diverse cultural contexts.

Irene Rizzini is a Professor at the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), Brazil and Director of the International Center for Research on Childhood (CIESPI) at PUC-Rio. She was President of the Childwatch International Research Network from 2002 to 2009. Rizzini held the Visiting Chair in Brazilian Studies at the Kellogg Institute for International Studies at the University of Notre Dame in 2006, and was appointed a John Simon Guggenheim Memorial Foundation fellow in 2008. She is the author of a number of books, including: *Globalization and children*; *The art of governing children: the history of social policies, legislation and child welfare in Brazil*; *Disinherited from society: street children in Latin America*; *The lost century: the historical roots of public policies on children in Brazil*; *Children and the law in Brazil: revisiting the history (1822–2000)*; *The human rights of children and adolescents: twenty years of the [Brazilian] statute [on the child and the adolescent]*.

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Contents

<i>List of Figures</i>	viii
<i>List of Tables</i>	ix
<i>Notes on the Editors and Contributors</i>	x
1 Early Childhood Research: An Expanding Field <i>Ann Farrell, Sharon Lynn Kagan and E. Kay M. Tisdall</i>	1
PART I SITUATING EARLY CHILDHOOD RESEARCH	13
2 Parenting and the Home Environment <i>Marisa Morin, Jennifer Glickman and Jeanne Brooks-Gunn</i>	15
3 Group-Based Early Childhood Education and Care for Under-2-Year-Olds: Quality Debates, Pedagogy and Lived Experience <i>Carmen Dalli and E. Jayne White</i>	36
4 Young Children in their Local Communities <i>Bronwen Cohen and Marta Korintus</i>	55
PART II THEORIZING EARLY CHILDHOOD RESEARCH	71
5 Participation, Rights and 'Participatory' Methods <i>E. Kay M. Tisdall</i>	73
6 Where am I? Position and Perspective in Researching Early Childhood Education <i>Peter Moss</i>	89
7 Theorizing Identities in Early Childhood <i>Katrien De Graeve</i>	103
8 Theorizing Young Children's Spaces <i>Lesley Anne Gallacher</i>	118
9 Converting the Science of Early Human Development into Action: Closing the Gap between What We Know and What We Do <i>Mary E. Young</i>	133
10 Theoretical Insights from Neuroscience in Early Childhood Research <i>Mike Anderson and Corinne Reid</i>	148