

An Introduction to

# Early Childhood

third edition

Edited by

**Tim Waller and  
Geraldine Davis**

companion  
website





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 **SAGE**

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# Early Childhood

John W. Wallerstein  
Norma Davis

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# Praise for the book

## Praise for the 3rd Edition

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'This revised edition introduces readers to a wide range of contemporary issues in early childhood, issues that are fundamental for working respectfully with young children. Each chapter has been skilfully constructed with the professional in mind, as accessible and current information is provided, overviews of research studies, useful web-links, podcast options, and thought-provoking case studies all assist with demystifying each topic. What I really like about this book is how it challenges us to think differently about children in an adult-centred society, and it equips readers with ways to better understand children's lifeworlds.'

*Anna Kilderry, Senior Lecturer Early Childhood Education, Victoria University Australia*

'This book provides a rich introduction to key issues that concern early childhood. It makes us think about what matters to young children and what professionals can do to protect their well-being. The broad coverage and the reflective nature of the book make it an invaluable resource for those who are new to early childhood studies, for practitioners and researchers, and also for anyone who cares about the quality of early childhood practice.'

*Hiroko Fumoto, Programme Manager and Senior Lecturer, Early Childhood Education Programme*

'This book has to be one of the most refreshing and realistic books on early years holistic care and education on the market. There is a wide range of highly relevant issues included, all presented in a way that provokes the reader to reflect and analysis their developing knowledge and understanding. It is an excellent resource for students studying early years care and education. It provides a stimulating and thought provoking insight into the field of early childhood.'

*Ally Dunhill, Director of Learning and Teaching, University of Hull*



## Praise for the 2nd Edition

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'This is an interesting, comprehensive and up-to-date book, which will be useful not just for students, but for experienced practitioners who want to gain a broader, more strategic understanding of the development of early childhood services.'

*Early Years Update*

'This is a stimulating, well-structured book with excellent references to further relevant research. I am confident students will find this a meaningful key text in their study of early childhood, early years leadership and every aspect of early years education and practice.'

*Denise Corfield, Edge Hill University*

'Excellent book that gives a wide range of contemporary issues relating to ECE. Useful reflection points for discussion in class.'

*Jackie Musgrave, Early Years Department, Solihull College*

'A variety of chapters that fits directly with the course modules. The chapters are easy to read and clearly guided with subheadings. The case studies and reflective questions help students develop a deeper understanding of the topic material.'

*Alyson Lewis, Dept of Care & Continuing Education, Ystrad Mynach College*

'A clear and well structured publication that covers a wide range of topics in good detail and with associated case study information.'

*Mark Tymms, Division of Youth & Community, De Montfort University*



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- Sandra Davison for providing the case study for Chapter 16.



# About the Editors

**Tim Waller** is Professor of Child and Family Studies in the Faculty of Health, Social Care and Education at Anglia Ruskin University. Tim is a Convener of the Outdoor Learning SIG in the European Early Childhood Education Research Association (EECERA). He has worked in higher education for over twenty years. Previously he taught in nursery, infant and primary schools in London and has also worked in the USA. His research interests include wellbeing, outdoor learning, pedagogy and social justice in early childhood. Tim is leading the UK research contributing to the SUPREME project (Suicide Prevention by Internet and Media Based Mental Health Promotion), aimed at developing an internet-based mental health promotion and suicide prevention programme, targeting young people aged 14–24. Anglia Ruskin has joined academic institutions in Sweden, Estonia, Hungary, Italy, Lithuania and Spain to carry out the study. Tim was Co-Director of the Longitudinal Evaluation of the Role and Impact of Early Years Professionals (in England) – commissioned by the Children's Workforce Development Council (2009–12). Since September 2003 he has been coordinating an ongoing research project designed to investigate children's perspectives on their outdoor play. This project has involved developing and using a range of 'participatory' methods for research with young children. Recently, he has edited a Special Edition of the *European Early Childhood Education Association Journal* on Outdoor Play and Learning and, with Deborah Harcourt and Bob Perry, *Researching Young Children's Perspectives: Debating the Ethics and Dilemmas of Educational Research with Children* (published by Routledge in March 2011).

**Geraldine Davis** is Principal Lecturer and Director of the Doctorate in Education at Anglia Ruskin University. She has worked in higher education for 12 years, with a particular focus on professional learning and how theory is translated into effective practice. Prior to her work in universities, Geraldine worked in the health service and then taught in further education and in the health service both in the UK and in Australia. Geraldine's research interests lie in the field of professional learning across the education and health sectors and she has investigated uses of knowledge in nursing practice, midwives use of knowledge in health education of women, and Early Years graduate leaders use of their knowledge to impact on their leadership practice, a three-year funded study into the impact of graduate leader status on outcomes for children. Her work successfully integrates teaching and research. She leads the Masters degree



in Early Years Professional Practice, with students who are graduate leaders in their work settings. This has been an exciting venture demonstrating the continued value of professional development for the early childhood workforce beyond graduate status. Research based on this work has led to an emerging theory of leadership in early childhood settings. She teaches human development, leadership and professional issues, and research methodology and supervises students undertaking Masters and Doctoral research studies.



# About the Contributors

**Celia Doyle** is a Research Associate with the University of Northampton. Formerly, as Senior Lecturer at the University she taught child development, welfare and protection in the Schools of Health and Education. Earlier in her career she specialised in child-care and protection, initially as a local authority social worker then as an NSPCC team member. She has published extensively on childcare and protection and has recently published the fourth edition of *Working with Abused Children*. With co-author Charles Timms, she has written a forthcoming book on child neglect and emotional abuse. A key theme of her current research is how children, especially those experiencing emotional distress, can be helped to communicate their experiences, emotions, opinions and wishes.

**Libby Lee-Hammond** is Associate Professor of Early Childhood Education at Murdoch University in Perth, Western Australia. Areas of special interest include social justice, Aboriginal education, bush schools (outdoor learning) and the use of technologies to support teaching and learning. Her current research focuses on partnerships between Aboriginal communities and schools, in particular the transition to school, school engagement and retention of young Aboriginal children.

**Gill Handley** is a Senior Lecturer in the School of Education at the University of Northampton, teaching on the BA (Hons) Early Childhood Studies, Sure Start Foundation degree and Early Years Professional programmes. Her background is in social work, having over twenty years' experience working in a variety of adoption and child protection roles, most recently as a manager in the Children and Family Court Advisory and Support Service, representing the interests of children in court proceedings. She has also taught on the Open University social work programmes and acted as a mentor and supervisor for post-qualifying awards in social work.

**Tania Hart** is a Senior Lecturer in Mental Health in the School of Health at the University of Northampton. Tania's background is in mental health nursing whereby, as a Clinical Nurse Specialist, Tania worked in the field of child and adolescent mental health and, more specifically, children's eating disorders. Tania is particularly interested in how children's mental health can be better supported by non-health professionals, such as teachers and nursery care workers, and at present Tania is



undertaking a PhD study that looks to explore how children with identified mental health difficulties can be better supported in mainstream education.

**Denise Hevey** is Professor of Early Years and Head of the Division of Early Years in the School of Education, University of Northampton. Her background includes the production of distance-learning materials in areas such as child abuse and neglect, and in working with children and young people. She also has particular knowledge of relevant legal and regulatory frameworks, and government policy relating to children's services from experience at a senior level in Ofsted and the (former) Department for Education and Skills.

**Christine Hickman** has taught in secondary, primary and special schools in Leicestershire. She moved into being a Learning and Support Advisor for Leicester City LEA, having autism as her specialism. She has worked in higher education since 2000, having been at the University of Northampton before moving to Liverpool John Moores University. Her academic background is in both art and special educational needs. At Northampton, Christine was School of Education Art coordinator and taught on all Initial Teacher Training courses. Christine has an interest in creative and therapeutic approaches, especially in the fields of art and music. She is involved in various international link programmes, especially in Sweden. She is Programme Leader for the PGCE Early Years programme at LJMU. In addition, Christine teaches across several programmes, including the MA programme and both postgraduate and undergraduate ITT courses.

**Caroline Jones** is Course Director for the Sector-Endorsed Foundation Degree in Early Years (SEFDEY) at the University of Warwick. She started her career as a teacher in mainstream primary and special education, working across the Midlands area for fifteen years. Caroline first joined the University of Warwick in 1994 as a part-time associate tutor on the undergraduate teacher-training programme (BA QTS). She taught on a variety of programmes and assumed responsibility for the Early Years Foundation Degree when it was introduced in 2001. She is a founder member of the National SEFDEY Network and Chair of the Midlands Region.

**Kyffin Jones** is a Senior Lecturer in Education at the University of Northampton. Prior to joining the university, Kyffin worked as an advisory teacher for SEN and has taught in both special and mainstream schools in the UK and the USA. Currently he has responsibility for the Erasmus programme at the School of Education and facilitates study visits to Sweden and The Netherlands with groups of students. Current research is focused on the nature of 'fitting in' at school and the implications of this for inclusive practice.

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Group. Paulette has worked in the field of early childhood throughout her career as a teacher, foster carer, school-home liaison worker, nursery practitioner and advisor, and as a lecturer in further education.

**Eunice Lumsden** is Head of Early Years at the University of Northampton. Prior to joining the university she was a social work practitioner. She has contributed to a number of research projects and her doctoral research was into the development of the Early Years Professional.

**Jane Murray** is currently a Senior Lecturer at the University of Northampton where she has led on the MA Education (Early Years) and the early years undergraduate teacher training programme. Jane currently works as a researcher within the Centre for Education and Research at The University of Northampton; she has a varied portfolio which includes project work for the EU Commission and the Norwegian and Georgian governments as well as small-scale neighbourhood projects. Jane's specialist research interests include early childhood pedagogies, epistemology and young children's agency and participation; she has numerous publications in these areas. Jane supervises PhD students and continues to do some teaching on undergraduate and postgraduate programmes. Before moving to work in higher education, Jane was an early years and primary teacher and she is a qualified headteacher.

**Jane O'Connor** is a Senior Researcher in Early Years at Birmingham City University. Her background is in education and she worked as a primary school teacher before entering academia. Her thesis on child stardom formed the basis of her first book, which was published by Routledge in 2008. Her research interests lie with representations of children in the media, especially 'exceptional' children and child stars. Jane is currently working on a project investigating parental attitudes towards 0–3-year-olds' use of touch screen technology. She is also co-authoring a paper on the child stars of the 2012 London Olympics.

**Sharon Smith** is a Senior Lecturer in Early Years and Child Health at the University of Northampton. Sharon has a varied background in child health, trained as a children's nurse and is an experienced health visitor. Sharon led the Health Visiting course at the University and is now course leader for the Foundation Degree in Early Years. Her teaching focus is predominantly child and family health promotion. She is currently a doctoral student; her research interests include infant nutrition, maternal mental health and the role of non-health professionals in supporting health outcomes.

**Prospera Tedam** is a Senior Lecturer in Social Work at the University of Northampton, where she has worked since 2006. A qualified and registered social worker by training, Prospera has worked in the statutory and voluntary sectors since qualifying in 1996, specialising in Children and Family Social Work. Prospera is currently undertaking a



professional doctorate and has research interests in equality and diversity, cultural competence and social justice and is a member of the Independent Family Returns Panel at the Home Office.

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**Jane Waters** is the Director of Primary Initial Teacher Education and Training in the South West Wales Centre of Teacher Education at University of Wales Trinity Saint David: Swansea Metropolitan. Jane lectures in outdoor play and learning, adult-child interaction, early years education and the ethics of research with young children. Current research projects include working with international colleagues to consider pedagogical intersubjectivity in early education contexts in different countries.

**Michael Wyness** is an Associate Professor in Childhood Studies in the Institute of Education. His research interests are in the sociologies of childhood and education. His book *Childhood and Society* (2006, Palgrave) has just gone into a second edition (2012). His previous books were *Contesting Childhood* (1999) and *Schooling Welfare and Parental Responsibility* (1995), both published by RoutledgeFalmer. His research interests are in children's participation, childhood and theory, children's transitions and home-school relations.



# How to Use the Book and its Online Resources

## How to use the book

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The new edition of *An Introduction to Early Childhood* is filled with useful learning resources to help guide your study including:

**Key chapter objectives** identify the topics you will understand at the end of the chapter.

**Case studies** show how early years theory works in practice.

**Reflective questions** linked to each case study at the end of each chapter help with reflective practice and encourage you to start thinking like a practitioner.

**Research in context** boxes unpick recent research and show how it impacts on early years education.

**Chapter summaries** aid revision by recapping key concepts covered in each chapter.

**Further reading** and **recommended websites** direct you to additional resources to deepen your understanding. They are a great starting point for assignments and literature reviews.

## How to use the companion website

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*An Introduction to Early Childhood* is also supported by a wealth of online resources which you can access at [www.sagepub.co.uk/walleranddavis3e](http://www.sagepub.co.uk/walleranddavis3e).

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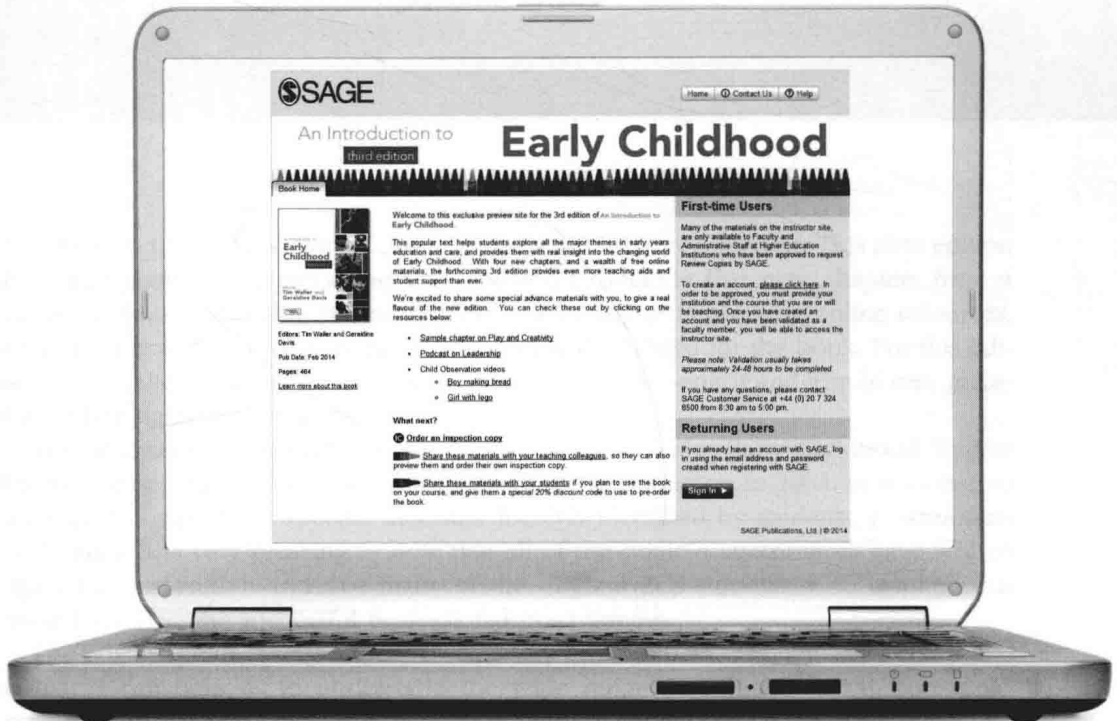
**Listen to podcasts** from chapter authors giving a deeper insight into the issues discussed in each chapter and their implications for early childhood.



**Check out employability and placement resources** discussing how to get the most out of your early years placement and what prospective employers are looking for in staff.

**View and discuss child observation videos** showing child behaviour in settings to give you a deeper understanding of what to expect in practice.

**Access a selection of free SAGE journal articles** supplementing each chapter. Ideal for your literature review!





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