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Parental participation has long been

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recognized as a positive factor in children ' s education. Research consistently shows that parents ' contributions to their children ' s education lead to improvements in their academic and behavioral outcomes, from elementary through middle and secondary school.

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Recognizing the critical role of school psychologists in this equation, Parental Involvement in Childhood Education clearly sets out an evidence-based rationale and blueprint for building parental involvement and faculty awareness. The author ' s starting point is the gap between the

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directly with schools or in providing training for teachers and other professionals who work with children and their parents.

Shortlisted for the 2013 Nursery World Awards! Margaret Carr's seminal work on Learning Stories was



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first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following. In this new full-colour book, the authors outline the philosophy behind Learning Stories and refer to the latest findings from the research projects they have

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Schools and Communities  
led with teachers on learning  
dispositions and learning power, to  
argue that Learning Stories can  
construct learner identities in early  
childhood settings and schools. By  
making the connection between  
sociocultural approaches to pedagogy  
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this book contextualizes Learning Stories as a philosophical approach to education, learning and pedagogy. Chapters explore how Learning Stories: - help make connections with families - support the inclusion of children and family voices - tell us stories about babies - allow children

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to dictate their own stories - can be used to revisit children's learning journeys - can contribute to teaching and learning wisdom This groundbreaking book expands on the concept of Learning Stories and includes examples from practice in both New Zealand and the UK. It

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outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed and shows, through research evidence, why the early years is such a critical time in the formation of learning dispositions. Margaret Carr is a Professor of Education at the

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University of Waikato, New Zealand.  
Wendy Lee is Director of the  
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The general public often views early  
childhood education as either simply  
“ babysitting ” or as preparation for

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later learning. Of course, both viewpoints are simplistic. Deep understanding of child development, best educational practices based on development, emergent curriculum, cultural competence and applications of family systems are necessary for high-quality early education. Highly

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effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age. The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced



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research, accurate practical  
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Schools, aesthetic – as well as  
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defined? · What are the roots of this field of study? · How is the history of early childhood education similar to yet different from the study of public education? · What are the major influences on understandings of best practices in early childhood education?

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This title offers students an overview of a range of theoretical concepts, some traditionally associated with early childhood and some less traditionally. It aims to stimulate debate and to demonstrate how theoretical thinking can inform

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