

# **Policy and Pedagogy with Under-three Year Olds: Cross-disciplinary Insights and Innovations**

## **Series editors**

E. Jayne White, Faculty of Education, University of Waikato, Tauranga, New Zealand  
Carmen Dalli, Institute for Early Childhood Studies, Victoria University of  
Wellington, Wellington, New Zealand

More information about this series at <http://www.springer.com/series/13629>

E. Jayne White • Carmen Dalli  
Editors

# Under-three Year Olds in Policy and Practice

 Springer

*Editors*

E. Jayne White  
Faculty of Education  
University of Waikato  
Tauranga, New Zealand

Carmen Dalli  
Institute for Early Childhood Studies  
Victoria University of Wellington  
Wellington, New Zealand

ISSN 2509-6680

ISSN 2509-6699 (electronic)

Policy and Pedagogy with Under-three Year Olds: Cross-disciplinary Insights and Innovations

ISBN 978-981-10-2274-6

ISBN 978-981-10-2275-3 (eBook)

DOI 10.1007/978-981-10-2275-3

Library of Congress Control Number: 2016955051

© Springer Science+Business Media Singapore 2017

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made.

Printed on acid-free paper

This Springer imprint is published by Springer Nature

The registered company is Springer Nature Singapore Pte Ltd.

The registered company address is: 152 Beach Road, #22-06/08 Gateway East, Singapore 189721, Singapore

# Prologue

## New Science and Old Wisdom: Reforming, Again, the Education and Care of Early Years

In the Online Etymology Dictionary, it is recorded that “pedagogue,” from Greek *paidagogos*, means “slave who escorts boys to school and generally supervises them.” That is not the sense of a pedagogy that accepts the Māori wisdom that treasures and maintains *kohanga reo*, or that of Montessori and Malaguzzi who say “let the child lead the way.”

Anthropologists know that as long as human families have lived and thrived, from thousands of years before the cultural habits of literacy and industrial mastery of the environment, the playful, inventive, musical, and “duncical” imagination of infants and toddlers has been loved, admired, and learned from. As the revolutionary pediatrician T. Berry Brazelton says, we have “to listen to a child.” That is how to discover and support the developing human spirit, both toward enjoyment of discoveries to be shared with pride and to help recover confidence in periods of confusion, sadness, and shame. Clever artists, like the musicologist Jon-Roar Bjørkvold and the poet Korney Chukovsky, have cherished childish ingenuity. The mathematician Jacques Hadamard recorded that Einstein’s mathematical invention and Mozart’s composition of great pieces of music were inspired by their experience of being alive in the time of movement, not from symbolic representation of rules of static form.

Luckily, advanced technology – meaning film, television, and electronic wizardry for visualizing and measuring the parameters of human vitality in movement – has led to a new and richer science of intelligence. This new science is more appropriate than cognitive learning theory for guiding communication of purposes and feelings with the natural story-making impulses that are alive before we learn words to talk about them and that are celebrated secretly in the intimate life of happy families, whatever the current trends in education policies. As the English educationalist Robert Herbert Quick (1831–1891) found when he reviewed 500 years of the work of “educational reformers” in Western Europe, wise teachers who admire youthful ingenuity have repeatedly opposed imposition of formal instruction in abstract knowledge and skills before their sense and usefulness can be appreciated by the child.

In this book, experienced practitioners in education and care of young children with their families, from many countries with varied cultural histories, give attention to the lively and social imagination of whom I like to think as “un-school” children. Their titles support the idea of the spirit of the child as a natural guide. I am very happy that I can say that the best of science in fields of anthropology, psychology, sociology, and medicine is coming to agree with them.

Edinburgh, Scotland

Colwyn Trevarthen

## References

- Arnold, J. C. (2014). *Their name is today: Reclaiming childhood in a hostile world*. Robertsbridge: Plough Publishing House.
- Bjørkvold, J.-R. (1992). *The muse within: Creativity and communication, song and play from childhood through maturity*. New York: Harper Collins.
- Brazelton, T. B. (1984). *To listen to a child: Understanding the normal problems of growing up*. Cambridge, MA: Perseus Publishing.
- Chukovsky, K. (1968). *From two to five*. Berkley: University of California Press.
- Hadamard, J. (1945). *The psychology of invention in the mathematical field*. Princeton: Princeton University Press.

# Contents

<b>1</b>	<b>Policy and Pedagogy for Birth-to-Three Year Olds .....</b>	<b>1</b>
	Carmen Dalli and E. Jayne White	
<b>Part I Foregrounding Pedagogy</b>		
<b>2</b>	<b>Intersubjectivity in the Imagination and Feelings of the Infant: Implications for Education in the Early Years .....</b>	<b>17</b>
	Colwyn Trevarthen and Jonathan Delafield-Butt	
<b>3</b>	<b>A ‘Good Life’ for Infants in Early Childhood Education and Care? The Place of Well-Being in ECEC Curriculum, Pedagogy and Policy.....</b>	<b>41</b>
	Andrew Gibbons, Robert Stratford, and E. Jayne White	
<b>4</b>	<b>Care, Upbringing and Teaching in ‘Horizontal’ Transitions in Toddler Day-Care Groups.....</b>	<b>57</b>
	Niina Rutanen and Maritta Hännikäinen	
<b>5</b>	<b>Toddlers’ Participation in Joint Activities with Peers in <i>nido</i> .....</b>	<b>73</b>
	Tullia Musatti, Susanna Mayer, Paola Pettenati, and Mariacristina Picchio	
<b>6</b>	<b>The Richness of Everyday Moments: Bringing Visibility to the Qualities of Care Within Pedagogical Spaces .....</b>	<b>87</b>
	Suallyn Mitchelmore, Sheila Degotardi, and Alma Fleet	
<b>7</b>	<b>Supporting Concordant Intersubjectivity and Sense of ‘Belonging’ for Under Three-Year-Olds in Early Years Settings....</b>	<b>101</b>
	Helen Marwick	

## Part II Foregrounding Policy

<b>8</b>	<b>Tensions and Challenges in Professional Practice with Under-Threes: A New Zealand Reflection on Early Childhood Professionalism as a Systemic Phenomenon</b> .....	115
	Carmen Dalli	
<b>9</b>	<b>Educators' Perspectives on Attachment and Professional Love in Early Years Settings in England</b> .....	131
	Jools Page	
<b>10</b>	<b>Babyroom Workers: Care in Practice</b> .....	143
	Kathy Gouch and Sacha Powell	
<b>11</b>	<b>Influences on U.S. Higher Education Programs Educating the Infant-Toddler Workforce</b> .....	159
	Rachel Chazan-Cohen, Claire Vallotton, Tamesha Harewood, and Martha Buell	
<b>12</b>	<b>Family Day Care: The Trilemma of Professionalisation, Sustainability and Fairness in Flanders, France and Germany</b> .....	177
	Michel Vandenbroeck and Valerie Bauters	
<b>13</b>	<b>A Quality Framework for Early Childhood Practices in Services for Children Under Three Years of Age: Starting Regionally – Moving Globally</b> .....	191
	Dawn Tankersley and Mihaela Ionescu	
<b>14</b>	<b>Provision for ‘Under 3s’ in Australian Early Childhood Education and Care Policy Commitments: A Metaphorical Canary in the Coal Mine?</b> .....	205
	Jennifer Sumsion	
	<b>Biographies</b> .....	217



# Contributors

**Valerie Bauters** Department of Social Work and Social Pedagogy, Ghent University, Ghent, Belgium

**Martha Buell** University of Delaware, Newark, DE, USA

**Rachel Chazan-Cohen** College of Education and Human Development, University of Massachusetts Boston, Boston, MA, USA

**Carmen Dalli** Institute for Early Childhood Studies, Victoria University of Wellington, Wellington, New Zealand

**Sheila Degotardi** Institute of Early Childhood, Macquarie University, Sydney, NSW, Australia

**Jonathan Delafield-Butt** University of Strathclyde, Glasgow, Scotland

**Alma Fleet** Institute of Early Childhood, Macquarie University, Sydney, NSW, Australia

**Andrew Gibbons** School of Education, Auckland University of Technology, Auckland, New Zealand

**Kathy Goouch** Research Centre for Children, Families and Communities, Christ Church University, Canterbury, UK

**Maritta Hännikäinen** Faculty of Education, University of Jyväskylä, Jyväskylä, Finland

**Tamesha Harewood** Department of Human Development and Family Studies, Michigan State University, East Lansing, MI, USA

**Mihaela Ionescu** ISSA – International Step by Step Association, Leiden, Netherlands

**Helen Marwick** School of Education, Faculty of Humanities and Social Sciences, University of Strathclyde, Glasgow, Scotland

**Susanna Mayer** Institute of Cognitive Sciences and Technologies, National Research Council, Rome, Italy

**Suallyn Mitchelmore** Institute of Early Childhood, Macquarie University, Sydney, NSW, Australia

**Tullia Musatti** Institute of Cognitive Sciences and Technologies, National Research Council, Rome, Italy

**Jools Page** School of Education, University of Sheffield, Sheffield, UK

**Paola Pettenati** Department of Neurosciences, University of Parma, Parma, Italy

**Mariacristina Picchio** Institute of Cognitive Sciences and Technologies, National Research Council, Rome, Italy

**Sacha Powell** Research Centre for Children, Families and Communities, Christ Church University, Canterbury, UK

**Niina Rutanen** Faculty of Education, University of Jyväskylä, Jyväskylä, Finland

**Robert Stratford** University of Waikato, Tauranga, New Zealand

**Jennifer Sumsion** Research Institute for Professional Practice, Learning and Education, Charles Sturt University, Bathurst, NSW, Australia

**Dawn Tankersley** ISSA – International Step by Step Association, Leiden, Netherlands

**Colwyn Trevarthen** University of Edinburgh, Edinburgh, Scotland

**Claire Vallotton** Department of Human Development and Family Studies, Michigan State University, East Lansing, MI, USA

**Michel Vandenbroeck** Department of Social Work and Social Pedagogy, Ghent University, Ghent, Belgium

**E. Jayne White** Faculty of Education, University of Waikato, Tauranga, New Zealand