

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

Volume 2

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The First 1000 Days of Early Childhood

Becoming

 Springer

Preface

In this book, contemporary and historical views of becoming that influence the treatment of very young children in early childhood educational contexts are discussed. The authors' perspectives represent their views grounded on their cultural background and experience. The aim of the book is to provide a more critical, theoretical and philosophical understanding of becoming and the concepts as well as practices associated with it in the provision of education and care during the first 1000 days. The scope of topics in this volume include notions of care and education, caregiving and teaching, culture, infant teacher education, infant teacher praxis, role of families and global realities for under 3-year-olds across European Nordic, Russian and Australasian communities today. Becoming together with being and belonging are considered to be central theoretical concepts in early childhood education and care.

Becoming reflects the process of rapid and significant change that occurs in the early years as young children learn and grow and emphasises learning to participate fully and actively in a society. Across diverse communities, when it comes to very young children from birth to 3, the process of becoming is of extreme importance for this age group as knowledge, understandings, capacities, skills and relationships experienced during these years will lay the foundation for children's further development. As for many parts of the world, becoming and the concepts related to it are an integral part of present-day curricula for early childhood education in several European and Australasian countries.

The authors of this volume provide both description, positive critique and criticism of how becoming and related concepts are understood and applied in practice across early childhood education contexts in New Zealand, Norway, Australia, Finland and Russia. The reason behind the choice of these countries is the fact that for the last 10 years, these countries have influenced one another in various ways when it comes to the development of the early childhood education and care sector. The research generated by Australasian researchers within the early childhood education and care sphere have become the source of reference and inspiration for both the researchers and the officials who make decisions on the development of the sector in the Nordic countries. The development of the sector in Russia has not been

directly influenced by the development of the Australasian early childhood education and care sector. However, the development of the Russia's sector has been informed since the 1990s by the Finnish early childhood education and care sector and since the 2000s by the OECD, the international organisation that still influences the development of the sector in both Australasia and the Nordic countries.

Stavanger, Norway
Bergen, Norway
Jyväskylä, Finland
Albury, NSW, Australia
Hamilton, New Zealand
Melbourne, VIC, Australia

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Elin Eriksen Ødegaard
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