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Nota di contenuto	Chapter 1 Introduction: Pedagogy and policy for birth-to-three year-olds -- Part One: Foregrounding Pedagogy -- Chapter 2 Intersubjectivity in the Imagination and Feelings of the Infant: Implications for education in the early years -- Chapter 3 A 'good life' for infants in early childhood education and care? The place of well-being in ECEC curriculum, pedagogy and policy -- Chapter 4 Care, upbringing and teaching in 'horizontal' transitions in toddler day-care groups -- Chapter 5 Toddlers' participation in joint activities with peers in nido -- Chapter 6 The richness of everyday moments: Bringing visibility to the qualities of care within pedagogical spaces -- Chapter 7 Supporting concordant intersubjectivity and sense of 'belonging' for under three-year-olds in early years settings -- Part Two: Foregrounding policy -- Chapter 8 Tensions and challenges in

Professional Practice with Under-threes: A New Zealand reflection on Early Childhood Professionalism as a systemic phenomenon -- Chapter 9 Educators' perspectives on attachment and professional love in early years settings in England -- Chapter 10 Babyroom workers: Care in practice -- Chapter 11 Influences on US higher education programs educating the Infant-Toddler Workforce -- Chapter 12 Family day care: The trilemma of professionalization, sustainability and fairness in Flanders, France and Germany -- Chapter 13 A quality framework for early childhood practices in services for children under three years of age: Starting regionally - moving globally -- Chapter 14 Provision for 'under 3's' in Australian early childhood education and care policy commitments: A metaphorical canary in the coal mine?.

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Sommario/riassunto

The first book in the series Policy and Pedagogy with Under-three year olds: Cross Disciplinary insights and innovations establishes a path for the much-needed examination of the experiences of infants and toddlers in contemporary educational settings across the globe. Bringing together internationally renowned scholars in the field, it starts a series of discussions about the positioning of under-three year olds in contemporary practice and policy contexts. It takes an in-depth look at what this means for our understanding of under-three year olds and those who share their worlds. Featuring some of the most important contemporary topics in this pedagogical domain, such as care, well-being, belonging, professionalism and status, the contributors offer a kaleidoscope of perspectives for contemplating the new normality of very young children living their lives in group-based early childhood settings, and what gives rise to their current realities. It also explores some important policy directions and trends.

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