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Nota di contenuto	Machine generated contents note: -- Preface -- Acknowledgments -- About the Editors -- Contributors -- Part I: Laying the Groundwork: Connecting Social-Cultural Context, Teacher-Child Attachment, and Peer Relations in Child Care -- Chapter 1: Children and child care: A theory of relationships within cultural communities -- Carollee Howes -- Part II. Quality and Context in an Ethnically Diverse Society -- Chapter 2: Understanding child care quality and implications for dual language learners -- Sadie L. Hasbrouck and Robert Pianta -- Chapter 3: "But Mommy doesn't do it like that": Considering cultural congruency between home and child care in the development of African American children -- Kay E. Sanders -- Chapter 4: Where the children are: Exploring quality, community, and support for family, friend and neighbor child care -- Eva Shivers and Flora Farago -- Part III. Relationships in Child Care: Beyond Risk and into Resilience -- Chapter 5: The fourth 'R': Relationships, shifting from risk to resilience -- Jennifer A. Vu -- Chapter 6: Relationships and social trust in early childhood programs: The importance of context and mixed methods -- Tom Weisner -- Part IV. Peer Interaction as a Cultural Practice in Early

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Sommario/riassunto

This text investigates whether the former articulations accepted by the early childhood canon regarding definitions of quality, models of relationship outside the home, and peer relations in the child care context are accurate and relevant within the increasingly racially, linguistically, and ethnically diverse society of the United States. The contributing authors discuss the central questions from diverse perspectives and the totality challenge assumptions about long-standing notions pertaining to early care and education.
