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Nota di contenuto	Introduction -- Chapter 1 Engaging families as the first mathematics educators of children -- Key foci and pedagogical actions that support young children's mathematics learning -- Chapter 2 Describing the mathematical intentions of early learning childhood experiences -- Chapter 3 Mathematics with infants and toddlers -- Chapter 4 Enumeration: Counting difficulties are not always related to numbers -- Chapter 5 Discerning and supporting the development of mathematical fundamentals in early years -- Chapter 6 Number stories -- Home interactions and learning experiences that support early mathematical learning -- Chapter 7 Meta-Analysis of the relationship between Home and Family experiences and Young children's early numeracy learning -- Chapter 8 Parental perceptions of access to capitals and early mathematical learning: Some early insights from Numeracy@Home project -- Chapter 9 Involving parents in games and picture books -- Chapter 10 Do Hong Kong parents engage in learning activities conducive to preschool children's mathematics development? -- Family

and educator partnerships that support early mathematical learning -- Chapter 11 Working with parents to promote preschool children's numeracy: Teachers' attitudes and beliefs -- Chapter 12 Bringing families and preschool educators together to support young children's learning through noticing, exploring and talking about Mathematics -- Chapter 13 Supporting early mathematics learning: Building mathematical capital through participating in early years swimming -- Chapter 14 Fostering children's everyday mathematical knowledge through caregiver participation in Support Playgroups in Schools -- Conclusion -- Chapter 15 Insights for engaging families as the first mathematics educators of children.

Sommario/riassunto

This book explores how professionals can engage and inspire parents to support their young children's mathematics learning. Bringing together international experts, researchers and scholars, it proposes a framework for engaging with and supporting parents, including those who are less aware of the crucial development of children's mathematical skills in the early years. Focusing on mathematics learning from birth to 5 years, the book's underlying assumption is that it is possible to offer guidance to professionals working with families with young children concerning how to engage and support families in the area of mathematics learning, including those families who seem alienated from education services. Specifically, the respective chapters present a framework for understanding children's early mathematical development and the important role of families in this regard. They describe effective strategies for engaging families in their children's mathematics learning, including those who are marginalised and experience multiple disadvantages, so that all families can best support their children's mathematical learning and their development of positive attitudes towards learning. In closing, hurdles and opportunities within the systems surrounding family engagement are addressed.
