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Nota di contenuto	Part I Being, Belonging and Becoming: Child Image and Curriculum Reforms -- The Centennial Change from Imitation to Innovation: Early Childhood Education and Curriculum Reform in China -- Early Childhood Education and Care Curriculum in Japan -- Play with a Purpose: Creating Meaningful Environments with Children, Families, and Communities in the United States -- Part II Childcare Policies in Changing Contexts -- Describing the Early Childhood Policy Landscape in the United States -- Latest Development of Japanese Kindergarten Education Policy -- The Evolution and Innovation of China's Preschool Education Financial System -- Part III Best Practices for Early Childhood Teacher Professional Development -- Early Childhood Challenge: Preparing High-Quality Teachers for a Changing Society in the United States -- Current Issues in ECEC Teacher Education in Japan -- How to

Advance the Initial Training System for Chinese Kindergarten Teachers
in a New Era.

Sommario/riassunto

This book, written by an international team of experienced researchers, investigates unique and dynamic approaches to key issues in policy transformation, curriculum reforms and teacher training in three cultures – China, Japan and the United States – in a globalized world. By examining their respective policy choices and evidence-based practices, the authors show how best to provide for young children based on their needs and interests, and the three countries' strategies for doing so. This book provides the latest information on the rapid developments already underway and further changes to be expected in these diverse cultures.