

1. Record Nr.	UNINA9910616401003321
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Titolo	(Re)conceptualising Children's Rights in Infant-Toddler Care and Education : Transnational Conversations / / edited by Frances Press, Sandra Cheeseman
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783031052187 3031052188
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (217 pages)
Collana	Policy and Pedagogy with Under-three Year Olds: Cross-disciplinary Insights and Innovations, , 2509-6699 ; ; 4
Disciplina	372.21 323.352
Soggetti	Early childhood education Education and state Educational sociology Early Childhood Education Educational Policy and Politics Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Conceptualising and reconceptualising infant-toddler rights in a changing early childhood landscape (Frances Press) -- Chapter 2. Children's rights education for the Early Childhood Education and Care student (Sheila Long) -- Chapter 3. Fledgling Embeddedness of Child Rights Education into Early Childhood Education and Care Undergraduate Programs in Chile: Are There Any Possibilities for the Enactment of Infants' and Toddlers' Rights in ECEC centers? (Marcela Pardo) -- Chapter 4. Commentary on Chapters 2 and 3. Our Future Teachers—Duty Bearers, Activists and Advocates (Linda Mitchell) -- Chapter 5. Infants' and toddlers' rights in early childhood settings: Research perspectives informing pedagogical practice (Andi Salamon) -- Chapter 6. Reconceptualising Shier's pathways to participation with infants: Listening and responding to the views of infants in their

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#### Sommario/riassunto

This book brings together researchers from a variety of national contexts to examine and explore the conceptualisation, reconceptualisation and translation of children's rights for infants and toddlers in early childhood education and care settings. It brings together authors from various national contexts to examine changing understandings and manifestations of infant and toddler rights in Early Childhood Education and Care. The book aims to engender trans-national dialogue through the contributions. Through such dialogue, both authors and readers are challenged to recognise the specificity of their own cultural contexts and thereby envision a more expansive view of infant and toddler rights. By drawing together reflections on infant-toddler rights from key early childhood researchers across the world, this book will extend readers understandings of rights – not only in terms of how rights are (re)conceptualised but also how to meaningfully translate the rights afforded in policy to practice.

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