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Autore	Alisauskiene Stefanija
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Altri autori (Persone)	Bahdanovich HanssenNatallia KairienDaiva
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Nota di contenuto	Chapter 1 Introduction To Interprofessional And Family-Professional Collaboration In Early Childhood Education And Care -- Part I Theoretical Perspectives On Interprofessional And Family – Professional Collaboration For Inclusive Early Childhood Education And Care -- Chapter 2 Interprofessional Collaboration In Early Childhood Education

And Care -- Chapter 3 Family–Professional Collaboration In Early Childhood Education And Care -- Part Ii Interprofessional Collaboration In Early Childhood Education And Care -- Chapter 4 Interprofessional Intervention Collaboration In Early Language Learning In The Uk - A Descriptive Case Study -- Chapter 5 Interprofessional Collaboration For Inclusive Education In Early Childhood Education And Care In Ukraine -- Chapter 6 Caught Between Expectations And Ambitions: Finnish Early Childhood Special Education Teachers Experiences Of Consultation As Interprofessional Collaboration -- Chapter 7 Developing Interprofessional Collaboration: Learning Communities In Early Childhood Education And Care In Iceland -- Chapter 8 Communication In Interprofessional Teams Meeting Special Educational Needs Of Children In Lithuanian Ecec Settings -- Chapter 9 The Schooling Processes Of Students With Autism Spectrum Disorder In Early Childhood Education: Implications For Interprofessional Collaboration In Spain -- Chapter 10 Interprofessional Collaboration In The Norwegian Early Childhood Education And Care Context -- Part Iii Professional - Family Collaboration In Early Childhood Education And Care -- Chapter 11 “To See A Shift In Parents’ Knowledge” – A Case Study Of Family Professional Collaboration In The Uk -- Chapter 12 Family-Professional Collaboration In Early Childhood Education And Care In Ukrainian Policy -- Chapter 13 Parental Partnerships In Early Childhood Education - A Document Analysis Of Teacher Education Programs And Policy Documents In Sweden And Finland -- Chapter 14 Family – Professional Collaboration In Inclusive Early Childhood Education In Iceland: Multilingual Families And Children -- Chapter 15 Family-Professional Collaboration In Teams Meeting Special Educational Needs Of Children In Lithuanian Ecec Settings -- Chapter 16 Professional And Family Relationships Within The Framework Of A Family-Centred Approach -- Chapter 17 Family–Professional Collaboration In Norwegian Early Childhood Education And Care -- Chapter 18 A Parental Perspective On Educational Support For High-Ability Children In Finland -- Chapter 19 the development of interprofessional and family-professional collaboration in early childhood education and care ecec—lessons learned.

Sommario/riassunto

“A scholarly and important contribution to the often neglected areas of interdisciplinary collaboration and collaboration with the family to promote inclusion of children with special needs. This book is authoritative because the authors do research in this area, and it is a must-have book for all interested in inclusive and special needs education.” Monica Melby-Lervåg, University of Oslo, Oslo, Norway

This edited volume covers issues related to educational research and practices for early childhood education and care (ECEC), highlighting interprofessional and family-professional collaboration within inclusive education in different cultural contexts. Contributors include authors from throughout Europe, including Lithuania, Norway, Iceland, Finland, Sweden, Spain, UK, and Ukraine. Chapters provide a forum for intentional dialogue about and shared understanding of successful and inspiring ECEC practices, the main barriers of interprofessional and family-professional collaboration, and opportunities for further improvement of inclusive ECEC practices. Stefanija Alisauskiene is Professor of Education at Vytautas Magnus University, Lithuania. Natallia Bahdanovich Hanssen is Professor of Special Needs Education at Nord University, Norway. Daiva Kairiene is Researcher at Education Academy at Vytautas Magnus University, Lithuania.
