

1. Record Nr.	UNISALENT0991004004569707536
Titolo	Lettura/2 / a cura di Paolo Bagni ; con la collaborazione di Fernando Bollino ed Emilio Mattioli
Pubbl/distr/stampa	Bologna : CLUEB, 1992
Descrizione fisica	1 v. ; 19 cm
Collana	Studi di estetica ; 5
Altri autori (Persone)	Bagni, Paolo Bollino, Fernando Mattioli, Emilio
Disciplina	901
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910809319403321
Titolo	African American children in early childhood education : making the case for policy investments in families, schools, and communities // edited by Iheoma U. Iruka, University of Nebraska, Omaha, NE, USA, Stephanie M. Curenton, Boston University, Boston, MA, USA, Tonia R. Durden, Georgia State University, Atlanta, GA, USA
Pubbl/distr/stampa	United Kingdom : , : Emerald Publishing, , 2017
ISBN	1-78743-029-4
Edizione	[First edition.]
Descrizione fisica	1 online resource (x, 332 pages) : illustrations
Collana	Advances in race and ethnicity in education, , 2051-2317 ; ; v. 5
Disciplina	370.89
Soggetti	African Americans - Education (Early childhood) Early childhood education - United States Educational equalization - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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**Nota di bibliografia**

Includes bibliographical references and index.

**Nota di contenuto**

Prelims -- Striving for educational equity -- Home and school environmental contexts -- Preparing teachers and improving practice -- About the Authors -- Index.

**Sommario/riassunto**

Approximately 45% of young black children in the United States (under the age of six) live in poverty. It is well documented that education and economic security are inextricably linked and that early learning and early reading are undisputed contributors to a successful education. This book presents both the challenges and opportunities that exist for addressing the critical needs of black children, who have been historically underserved in the U.S. education system. This book explores the language, cognitive, social-emotional, and health development of black children from birth to age 8. The chapters approach this in three ways; first, they tackle why it is problematic to only characterize Black children's accomplishment in terms of academic achievement. Second, they discuss the importance of the home-school environment connection. Lastly, they discuss the changes that need to be in teacher preparation in order to ensure that the workforce can practice racial equity in the classroom. These issues are woven together by a call to close the education opportunity gap via "equity adjustments" that can target educational and health disparities facing the black community.