

1. Record Nr.	UNINA9910822941603321
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Titolo	Early childhood curricula and the de-pathologizing of childhood / / Rachel M. Heydon and Luigi Iannacci
Pubbl/distr/stampa	Toronto, [Ontario] ; ; Buffalo, [New York] ; ; London, [England] : , : University of Toronto Press, , 2008 ©2008
ISBN	1-4426-9245-6 1-4426-8624-3 1-4426-8793-2
Descrizione fisica	1 online resource (214 p.)
Disciplina	371.9/0472
Soggetti	Early childhood special education Early childhood education - Curricula Early childhood education - Moral and ethical aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Reprinted in paperback 2009"--Title page verso
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- Discourses of risk -- The biomedical approach to literacy: pathologizing practices within early literacy -- The pathologizing of culturally and linguistically diverse students in early-years classrooms -- Pathologizing within special education -- Communicating with a little help from friends: intergenerational art class as radical, asset-oriented curriculum -- Asset-oriented approaches to cultural and linguistic diversity in early childhood education -- Conclusion: talking points to foster asset-oriented practices in childhood and early childhood education.
Sommario/riassunto	"[This book] ... examines what is possible for young children when their education addresses their assets and is organized in ways that expand their identity options. Adopting an interdisciplinary approach, Rachel M. Heydon and Luigi Iannacci shed light on the ways in which joint notions of normality and abnormality are used to pathologize childhood. As teachers and educational researchers, they offer first-hand accounts of processes that take individual children and turn them into 'others' who are seen as deficient or 'at risk.' Through a variety of

critical, qualitative case studies that examine general literacy education, special education, early childhood education, and intergenerational learning environments, this book highlights the theoretical underpinnings of asset-oriented curricular practices and suggests what is possible for young children when their education begins from and cultivates their funds of knowledge."--Book description, Amazon.com

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