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Descrizione fisica	1 online resource (xxiii, 269 pages, 26 illustrations, 23 illustrations in color)
Collana	International Perspectives on Early Childhood Education and Development, , 2468-8754 ; ; 42
Disciplina	370.9
Soggetti	Early childhood education International education Comparative education Social justice Inclusive education Developmental psychology Emotions Early Childhood Education International and Comparative Education Social Justice Inclusive Education Emotional Development
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Part 1. Listening to Children -- Chapter 1. Why the Voices of Young Children Matter (Mahony et al) -- Chapter 2. Space, Voice, Audience, and Influence: The Lundy Model and Early Childhood (Ward and Lundy) -- Part 2. Listening to Children in their Daily Context -- Chapter 3. Language and Life: Going into Space (Kemmis and Salamon) -- Chapter 4. Infant Emotional Capital Practices as Voice in Research and Pedagogy (Salamon) -- Chapter 5. Contributing to SDGs through Conceptual PlayWorlds: Changing the STEM Story for Children, Families and

Teachers (Suryani et al) -- Chapter 6. Children's Mathematical Graphics Illustrating Inner Voices: A Literature Review (Dwyer et al) -- Chapter 7. Early Childhood Friendships as a Significant Value of Education for Sustainability: The Voices of Young Children and Educators (Beleslin and Partalo) -- Chapter 8. "Ears to Listen so I can Hear": A Holistic Self-Report Tool of Children's Listening at Preschool (Dealtry and McFarland) -- Chapter 9. Jamaican Children's Drawings of Talking in Jamaican Creole and English (Washington et al) -- Chapter 10. Vietnamese-Australian Families: Children's Language Competence and Home Language Maintenance (McLeod et al) -- Chapter 11. Many Voices, Many Languages: Listening and Learning from South African Children (Pascoe et al) -- Chapter 12. When are Speech Sounds Learned and Why is this Important for Children to be Heard? (McLeod et al) -- Part 3. Listening to Children During Challenging Times -- Chapter 13. Giving Voice to Young Children Navigating Complex Life Challenges through a Strengths Approach (Mahony and Fenton) -- Chapter 14. After the Disaster: Facilitating Children to Talk of their Feelings and Experiences (Curtin et al) -- Chapter 15. Peep in the Pandemic: Peep Practitioners Listening to Parents and Families (Hale et al) -- Part 4. Professionals Learning from Listening to Children -- Chapter 16. Sustainable Leadership Approaches to Retain Early Childhood Educators (Downey et al) -- Chapter 17. Multimodal Analyses of Children's Voices as a Means for Critical Teachers' Education (Liberali et al) -- Chapter 18. Refusing to Silence Early Childhood Voices: The Establishment of the Early Childhood Voices Conference (McLeod et al).

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### Sommario/riassunto

This revolutionary book explores theoretical and practical issues of listening to children, families, and professionals who advocate for and work with young children to promote social justice and improve their lives, and to ensure no one is left behind. Listening to children is explored across multiple disciplines internationally and highlights the practical application of the United Nations Sustainable Development Goals in the context of the Convention on the Rights of the Child. The work explores innovations, theories, and partnerships, and draws on the voices of children, families, early childhood educators, speech-language pathologists, and multidisciplinary teams from across 17 countries to provide a shared vision for equity, peace and justice for all while integrating social environmental, economic, and dimensions of sustainability. Topics include giving children a voice; methods for listening to and documenting young children's perspectives; listening to and working in partnership with families, educators, and professionals; and wellness and wellbeing of young children and their families across multiple dimensions.

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