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Nota di contenuto	Part I: Zone of Proximal Development and Care -- 1. Zone of proximal development in historical perspective: Origins and sustainable development -- 2. The social/cultural zone of proximal development in dialectical special pedagogy -- 3. Caring for a common life unfolding - a main challenge in early years education -- 4. A caring approach to the unfolding of children's agency as learners -- 5. Caring for the more than human in early years education -- Part II: Imagination and

Emotions -- 6. Children's emotional experience as central for understanding the periods of transition between age periods -- 7. Emotional imagining in a Conceptual PlayWorld: How educators create motivating conditions to support early forms of imagining by infants and toddlers -- 8. Creative imagination in primary science education: Conceptual PlayWorlds and Forces of nature -- 9. The sphere where imagination in play afford, and creates a new way of partaking, in the world -- 10. Formation of student agency in UpperSecondary School environmental action projects -- Part III: Community and ECEC/School -- 11. Glocal' pedagogies for the Decade of Ocean Science for Sustainable Futures in the context of Early Childhood Education and Care -- 12. Children participation the Public Space: contributions to Education for Sustainability -- 13. Pedagogical Positioning in Conceptual PlayWorld with Families: Care-full (teaching-learning) approach in an Australian Playgroup -- 14. "Suddenly he starts to say Goodbye!" Young children's relationships during transition from homecare to ECEC institution -- 15. Pretend play and cultural knowledge: a productive dialectic -- 16. School's challenges, affordances and resilience in COVID-19 times: helping transitions for vulnerable children in Spain.

Sommario/riassunto

This book addresses the central issue of children's social situation of development in relation to sustainability, care and imagination. The concept of sustainability is topical in current societal discussions, but much in need of further elaboration, which is provided by this book as an integrated aspect of childcare and child development. It provides an exploration of whether and how sustainability can contribute relevantly to conceptual development within the cultural-historical framework with relation to child development more broadly and care and imagination more specifically. A central question in the book is how the concept of sustainability is related to Vygotsky's writings on the zone of proximal development and the social situation of development. It takes on the current need to understand the problem of creating more sustainable societies and practices as interconnected practices for supporting the development of children as present and future sustainability-responsible citizens. This book provides a much needed theoretical elaboration of child care as a scientific concept, the practice context of care, and a wholistic conceptual approach to care.
