

International Perspectives on
Early Childhood Education and Development 11

Linda J. Harrison
Jennifer Sumsion *Editors*

Lived Spaces of Infant-Toddler Education and Care

Exploring Diverse Perspectives on
Theory, Research and Practice

 Springer

Lived Spaces of Infant-Toddler Education and Care

International Perspectives on Early Childhood Education and Development

Volume 11

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Linda J. Harrison • Jennifer Sumsion
Editors

Lived Spaces of Infant-Toddler Education and Care

Exploring Diverse Perspectives on Theory,
Research and Practice

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Editors

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Preface

This book is an outcome of the *International Research Symposium on Infant-Toddler Education and Care: Exploring Diverse Perspectives on Theory, Research and Practice*, held at Charles Sturt University in Bathurst, a university town in regional Australia, in November 2011. The participants came from seven countries—Australia, England, Finland, Norway, Sweden, New Zealand, and the United States of America—to learn from each other by hearing *diverse perspectives talk together* and, collectively, push the boundaries of possibilities for infant-toddler research, practice and policy.

Accepting the invitation to participate in the symposium required no small commitment. Participants (and their co-authors, for many wrote with colleagues and doctoral students) were asked to provide a draft chapter about their current work as it related to the focus of the symposium and the book. Prior to the symposium, each draft chapter was distributed to two of the participating scholars, who were requested to provide a written review and critique, to be presented and discussed at the symposium. All participants were then provided with copies of all the draft chapters and invited to add to the critique and discussion of each chapter. As anticipated, these conversations not only identified commonalities of approach, but also productively addressed discontinuities and dissonances in theorising infant-toddler research and practice. Following the symposium, authors revised their draft chapter in response to the written reviews and the wider discussion.

The final versions of the chapters that appear in this book draw on and reflect an exhilarating 5 days of dialogue, generated by discussions and critiques and, in many cases, ongoing, trans-continental, post-symposium discussions. Because of the collaborative processes and sharing of ideas leading up to, and continuing throughout, the writing and compilation of the chapters, the book is unlike a *typical* edited collection. Whilst each of the chapters draws on and concentrates the existing work of the authors, the contribution each makes to scholarship also draws on the collective dialogues held during (and after) the symposium. The distillation of these conversations is formally addressed in the Prologue, the editors' Introduction, and the final chapter, which draws the chapters together in considering implications for policy in infant-toddler education and care.

Whilst this book is a tangible outcome of the symposium, the conversations and interchange of ideas that occurred outside the scheduled meetings were another, less tangible but immeasurably valuable, outcome. By bringing international authors to a regional university in Australia, we were also able to provide local researchers, doctoral students, and infant-toddler practitioners with an experience not commonly available to them—to hear and discuss international perspectives first-hand. Locating the symposium in Bathurst also provided an opportunity for international authors to be introduced to the richness of the cultures of Australian Indigenous peoples whose ancestors have been the custodians of this ancient continent for at least the past 50,000 years.

Bathurst, Australia

Linda J. Harrison
Jennifer Sumsion

Acknowledgements

We wish to thank Aboriginal elder, Auntie Gloria Rogers, from the Wiradjuri nation on whose traditional lands Charles Sturt University is situated, for welcoming participants to Country. We thank, too, local artist Darren Cooper, also from the Wiradjuri nation, from whom we commissioned a panel series of paintings. The paintings were inspired by the aim of the symposium: to recognise that together we can create a larger, richer picture to inform future thinking about infants and toddlers and the educators who work with them. The symposium was supported by a generous grant provided by the Charles Sturt University Research Institute for Professional Practice, Learning and Education (RIPPLE).

The production of this book would not have been possible without the insight and input of Kim Woodland, whose editorial expertise and administrative assistance were invaluable to us. Our thanks also go to Astrid Noordermeer-Zandee from Springer for her support in bringing this book to publication. Our preparation of the book was assisted by funds made available from RIPPLE and the School of Teacher Education, Charles Sturt University, and we thank them for this. We offer our sincere thanks to all the authors for their contributions and also acknowledge permissions given to reproduce images from other sources.

Linda J. Harrison
Jennifer Sumsion

Prologue

Campus-Toddlers: Observations and Reflections from a *Window Ethnographer*

From the window of my office I overlook a kindergarten populated by toddlers aged one to three. As I work on this prologue I watch them from time to time. I am able to see their outdoor area and entrance door as well as into a playroom through big windows nearly touching the floor. Facing the footpath through the university campus there are similar windows. This cold winter morning an adult sat on the floor while two youngsters moved about inside—sometimes turning to the adult, sometimes to each other. Then one of them caught sight of an arriving pal on the pathway outside and ran to the window. The other one joined the first and I could see, even from on high and across the playground, how they greeted the newcomer by means of their eager body movements. The newcomer in ‘her’ stroller seemed more interested in a passing cat, but ‘her’ mother noticed the two toddlers inside the playroom and waved back at them. They then scuttled over to the entrance door as the new ‘girl’ and ‘her’ mother approached it from the outside.

Why the quotation marks around ‘her’ and ‘girl’? Because I don’t really know the child’s gender, but I could observe how ‘she’ fitted into the dominant cultural representation of girlishness dressed in ‘her’ pink coverall and carrying ‘her’ pink lunch box into the kindergarten.

Like most mothers and fathers bringing their children to this kindergarten between 8 and 9 in the morning, this mother stayed inside for just a few minutes, a fact that made me think that the process of leaving the child is relatively uncomplicated for her, the child and the kindergarten staff.

At 9.30 the same morning, 12 empty strollers were parked outside facing the big windows. Half an hour later, 12 toddlers in snowsuits and identical reflective vests accompanied by four adults carrying plastic sleds left, probably on their way to a sledding area in a nearby park. A couple of hours later, they all returned and disappeared inside for a while, probably having their lunch outside my field of vision. Soon some of the toddlers were carried outside and placed, well-insulated in duvets and sheepskin bags, into strollers and prams lined up outside the big window through which they could be watched as they took their naps.

Unlike the empirical materials underpinning the rest of the chapters in this book, my observations of these activities are not part of a scientific study. It is more a piece of an informal *window ethnography*. For me, however, watching what goes on in the kindergarten outside my window has become interesting *because* I have been influenced greatly by the chapters to follow in this book. They have contributed to directing my gaze and showing me “where to look” (Valsiner 2007). Though each chapter is unique, they share some key premises: all are focused on toddlers in different kinds of care arrangements outside their homes; all explore the varieties of social relationships and activities engaged in by the youngsters comprising the object of their investigations; and, finally, all aim to understand the lives of small children with the help of descriptions of the complex and dynamic sociocultural and material contexts in which their actions and interactions are embedded.

I will argue that (at least) three analytical dimensions are put into play throughout this book:

- A community dimension comprising social organisation, institutionalised practices, laws and regulations as well as public discourses
- An interactional dimension comprising the partially intersecting social zones of the everyday lives of small children, especially home- and out-of-home care, where they participate in face-to-face interaction
- A personal dimension involving the individual youngster’s processes of actions, interactions and meaning making as a social participant in his/her social zones

Over the last 50 years there has been a remarkable change in the ways small children are perceived within the social/psychological/pedagogical sciences. During this time, infants and toddlers have been transformed from passive, dependent egocentrics into active, meaning making and interaction seeking persons (Bruner 1987/1990, 1990; Dunn 1988; Nelson 1989; Trevarthen 1979). Within both the *new sociology of childhood* and interdisciplinary *new childhood studies*, a shared perspective has developed focusing on the social organization of childhood (Qvortrup 2009) as well as the active efforts of both individual children and groups of children to relate to other people and to comprehend the social-cultural-material world they inhabit (Corsaro 1985; James and Prout 1990). In the field of pedagogy, the focus has shifted from toddlers as persons to be cared for to persons to interact with and to help scaffold on their way into continually wider interactional spaces (Wood et al. 1976).

This interdisciplinary turn to *small children’s social participation* has been strongly affected by the United Nations Convention on the Rights of the Child (UNCRC). Article 12 of this internationally binding agreement adopted in 1989 emphasizes the right of “the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child”. UNCRC (1989) Article 13 makes clear that:

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice. (p. 4)

The UNCRC has put great emphasis on the rights of children to be active participants in their social worlds. Not only has this agreement stimulated many studies of various forms of children's participation and co-decision making, but it has also strongly influenced other fields of child studies with its image of active children sharing the right to be considered full-fledged members in their own societies and more intimate social contexts. Moreover, this Convention can be seen both as a result of the participatory turn of child-oriented social sciences *as well as* an amplifier of this development in a number of disciplines. It also strongly incorporates the community level by pointing to the child's legal rights, as they should be assured by state parties. The practical implications of this assurance have much influence on parents and professionals who take care of the child and have the responsibility for the facilitation of the child's *everyday life*.

The concept of *everyday life* comprises continuing forms of participation in different arenas as well as the connections along and across participatory arenas. The vertical connections of everyday life are embedded in the axis of time along which *present* arenas and forms of participation are tied to *former* and *future* arenas and forms. The horizontal axis comprises connections across participatory arenas and forms at any given point of time. Understood in this way, everyday life can be envisaged as being lived across contexts and including spatial and relational transitions as well as various activity opportunities throughout the day. Gullestad (2006) emphasizes everyday life as a concept including both the practical organization and *doing* of daily life *and* daily life as experience. *Experiencing* everyday life can be seen as a process of meaning making (Bruner 1990) through which the child continually forms her/his self in interaction with general cultural ideas and social co-participants in her/his sociomaterial contexts.

It must be emphasized that the participatory turn does not solely concern the relationships between children and adults but extends as well to the relationships among children themselves. In the legally based discourse of the UNCRC, the concept of participation is primarily connected to the child's right to participate in decision making. However, even within this legalistic discourse, decision-making is increasingly seen as a processual endeavor (UNCRC 2009, p. 7) that may require cooperation over time. Within sociocultural theories, the concept of participation has a wider significance (Smith 2002). Here, participation points to continually ongoing processes involving children taking part in activities and relationships embedded in and shaped by the historical, material, social and cultural aspects of their communities (Bruner 1990; Rogoff 2003). This understanding requires that the focus of scientific inquiry should be directed primarily to *processes of participation* understood as necessary prerequisites for the development, learning and wellbeing of the individual child. At the same time, it also requires the analytic gaze to be focused on each child's efforts to initiate activities, to tune herself/himself into relationships with others and to create meaning in and of the situations of daily life.

In this book, the concept of space is given a prominent position. Space, of course, may refer to *geography* or *materiality*. However, space may also be seen as socially constructed and mediated. The meanings conveyed by artefacts, rooms, houses and

institutions as well as the diversity of meanings continually produced, negotiated, challenged and changed come together to shape space in certain ways for certain people. In this book we are made witnesses to how toddlers' initiatives and reactions contribute to shaping and reshaping the spaces in which they live great parts of their everyday lives. When we see space as imbued with meaning, it can then be understood as comprising sociocultural aspects of settings as well as of the meaning making activities of children.

Let us now return to the early morning observation of the toddlers in the kindergarten outside my office window. There are some aspects of this small ethnography I wish to emphasize either because they connect to central points in the chapters to come or because they foreground points that are present but not explicitly highlighted throughout the book.

The first is the scene where the newcomer arrives with *her* mother and the two children already busy in the playroom leave their activity and go to the window greeting the *girl* in her stroller. They are obviously excited by *her* arrival and they are noticed and properly greeted back by the *girl's* mother. Even if the *girl* is more occupied with the cat, *her* mother acts according to an understanding of the toddlers inside as genuinely socially oriented persons whose greeting activities qualify them for a culturally adequate response. By greeting them, as she probably would have done if one of the preschool teachers had waved at her, the mother marks the toddlers as full participants of this space. The kindergarten constitutes a space where toddlers are positioned as socially intentional actors. This positioning creates a certain kind of social arrangement calling for much more detailed, finely honed and nuanced analyses like those found in analyses of various out-of-home contexts in the following chapters.

The second point to notice is my assumption about the gender of the arriving child. *She* is dressed in pink and equipped with pink artefacts, which commonly are markers of *girlishness* in a Western, cultural context. I can also observe other children in the kindergarten who are conventionally gender marked. The *girls* are often dressed in pink, they wear small skirts or dresses, and their hair is often arranged into small ponytails or decorated with hairpins. In describing them like this, I realize that I am actually involved in a process of *othering* the girls by making the boys the neutral and unmarked gender whereas the girls are seen as distinguished from the boys' *neutral* appearance by their style of hair and clothing. The gendered ways of self-presentation are perhaps not so much the result of the toddlers' intentions as of those of their adults. The toddlers are guided into their proper gender category by means of culturally significant markers. Such processes of categorization are never innocent. As shown by many researchers, social categories such as gender, age, race, ethnicity and class do not just indicate differences but often also social hierarchies (Staunæs 2003). Belonging to several categories at the same time, the meanings of these belongings will shift for the child as the categories intersect in various ways in various spaces and situations. How processes of categorization and negotiation of meanings of intersecting categories are carried out among toddlers and between toddlers and adults in out-of-home care settings can be addressed

as part of the social construction of space. We can ask further: How does the sociospatial organization of the kindergarten influence processes of categorization? What implications of diverse categories of belonging are conveyed to and among the toddlers? How do toddlers go about exploring their space for acting and interacting *as* aged, gendered, racialized, classed persons? How are their experiences as participants in intersecting categories in their home environments met and recognized by professionals responsible for out-of-home care? The phenomena addressed in these questions are touched upon in the book, albeit implicitly and modestly conceptually elaborated.

The third point gleaned from my small store of observations is that the parents bringing their toddlers to my neighboring kindergarten spend very little time inside the kindergarten while handing over their children to the professional caregivers working there. Since I am well aware of local (ethnic Norwegian, middle-class) values of child care, I can assume that this short time span indicates that the transition of the toddler from parental to professional care is usually a smooth process for the involved parties. If so, this means that the child is rather comfortable with the transition and is able to quickly connect herself/himself to other children and adults in the kindergarten. The *experience* of the daily transition seems to be a positive or, at least, neutral one on the part of the children as well as the adults involved. This and similar micro processes of toddlers' transitions between caregivers are further explored by contributors to this book.

Being handed over from parents to staff is, however, also part of one of the repeated spatial moves the toddlers do in their everyday life. The kindergarten I observe is situated in the middle of a university campus and is populated by the kids of students and staff members. The entrance and playground is secluded from the pedestrian area of the campus by a wire fence through which the children can watch the traffic of people moving between the university buildings. From time to time I hear their "Heys" and "Helloes" as I pass and, like many others, I return a hello. Even if the gate is locked, the toddlers take initiatives to interact with the other users of the campus area. They may also come to see both their own and their peers' parents during the day. And as my small ethnography showed, the toddlers and their care persons sometimes make excursions out of the protected area of the kindergarten. So even if the playground of the kindergarten is secluded from the rest of the campus, the boundaries seem to be permeable: It is possible to pay interest to activities outside the fence and to initiate contact with people passing by. The kindergarten is a *toddlers' world* but it is situated in the midst of their parents' and other people's world of work and studies and may thus be seen as part of an intergenerational space of everyday life.

The last point I wish to attend to here is how local, cultural values contribute to the construction of space—in this case the outdoor space for the children of the kindergarten. I observed how the children and their caregivers left the kindergarten on the sledding expedition. They were all properly dressed and equipped, according to traditional Norwegian middle-class standards, for sledding in the snow. There are good sledding hills in a park about 500 meters away, so I assumed that this was their

geographical goal. Even though the kindergarten does have its own outdoor playground well equipped with play equipment, the Norwegian value of “going for a walk” (gå på tur) is pursued—even for the small ones who are so bundled up in their snowsuits they can hardly walk. Sledding as well is a highly valued activity in Norwegian society and it may be understood from what I observed and interpreted as being part of presenting the toddlers for the ideas, practices and values of *being Norwegian*. And this, too, may be understood as including the toddlers in certain processes of social categorization.

The next outdoor activity I observed—that of tucking the toddlers in their winter coveralls into duvets or sheepskin bags for their naps outside the kindergarten building—may also be understood and analyzed as part of the practice and cultural construction of *being Norwegian*. A shared value among *traditional* Norwegians is that fresh air is good for the health of babies and small children (as well as everybody else) and so they are put to sleep outside as long as the temperature is above -10°C . These ways of valuing outdoor life clearly contribute to the construction of space outside as well as inside the kindergarten and they convey central meanings of *being Norwegian*.

However, even if these practices constitute routine ways of organizing the toddlers’ everyday life in the kindergarten, there are frequent exceptions from the routines. This illustrates the multilayered nature of the cultural practices described. There are, at the same time, ideas about preferred practices, such as sledding or placing sleeping children outside, *as well as* ideas about the conditions that allow for exceptions. In later chapters, we see how routines shape the transitions from indoor to outdoor activities in the kindergartens in certain ways and at certain moments in time. Simultaneously, there are concerns allowing for exceptions, and certain of these are associated with individual children’s wellbeing. The professional caregivers in the kindergarten must keep in mind the preferred and regular practices *and* the creative practices securing the wellbeing and developmental opportunities for each and every toddler. These issues constitute a complex and dynamic space where general meaning systems as well as the idea of each child’s right to influence his/her ways of participation coexist.

In this book, a number of different out-of-home care settings are closely studied and analyzed to secure a common goal: to help readers understand by making visible for them a range of culturally embedded actions and interactions involving toddlers acting out their everyday lives in their specific spaces of care. These spaces, situated in seven different countries, differ according to international conventions, national legislation and policies, and local organization. As we shall see, these differences can be viewed as analytical contrasts helping us to grasp practices and ideas that are widely shared as well as those more locally shaped and lived. It is in this tension between the local and more general ideas and practices that the spaces for change and development can emerge.

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About the Editors

Linda J. Harrison is Professor of Early Childhood Education at Charles Sturt University, Australia, where she is a researcher in the Research Institute for Professional Practice, Learning and Education (RIPPLE). Linda holds an Honorary Fellowship with the Murdoch Children's Research Institute. She has conducted large-scale longitudinal research studies investigating children's experiences of child care/early education (from infancy to middle childhood), quality in centre- and home-based child care, and children's socioemotional, cognitive and speech-language development. With Jennifer Sumsion, she co-led the 2009 development and national trial of *Belonging, Being & Becoming: The Early Years Learning Framework for Australia*. Linda has a long-standing interest in the development of innovative methodologies for studying children's lives, experiences, and perspectives as they move into and through early childhood settings and school. She has written a chapter on children's drawings for the *Handbook of Research Methods in Early Childhood Education* (due in 2014) and is a co-author (with Sumsion) of a chapter on infant-toddler play in the *Handbook of Play and Learning in Early Childhood* (also due 2014).

Jennifer Sumsion is Foundation Professor of Early Childhood Education at Charles Sturt University, Australia, within the Research Institute for Professional Practice, Learning and Education (RIPPLE). She is also Co-Director of the Australian Government-funded Excellence in Research in Early Years Education Collaborative Research Network (2011–2014). Jennifer currently holds an Australian Research Council-funded grant (with Linda Harrison, Ben Bradley and Matthew Stapleton) that is investigating how infants come to develop a sense of belonging in early childhood centre-based education settings, and whether and how they also contribute to a *climate of belonging*. She has a long-standing interest in the possibilities that arise from bringing together diverse conceptual, theoretical and methodological approaches as a means of re-conceptualising and addressing policy and practice challenges in early childhood education.

About the Contributors

Treshawn Anderson is a doctoral candidate in the Department of Human Development and Family Studies at Purdue University in the USA. Her research focus is child care and teacher quality for children ages birth to three. She is currently working on her dissertation in which she will develop a scale to assess infant-toddler teachers' beliefs about education and care.

Donna Berthelsen is a Professor of Early Childhood Education in the Faculty of Education at the Queensland University of Technology (Australia). Her research expertise is in the disciplines of psychology and education and her research addresses applied issues in children's learning in families, school systems, and early childhood programs, through large scale and linked studies, using quantitative and qualitative methodologies. She has a strong interest in children's participatory learning in early childhood education and has co-edited a book on this topic, *Participatory Learning in the Early Years: Research and Pedagogy*, with Eva Johansson and Joanne Brownlee in 2009.

Ben Bradley is Foundation Professor of Psychology at Charles Sturt University in Australia, where he is a researcher within the Research Institute for Professional Practice, Learning and Education (RIPPLE). Ben has been researching communication in early infancy since the mid-1970s. His first book, *Visions of Infancy* (1989), argued that infancy has provided a blank canvas for the projection of psychologists' theories—raising the question: how do infants themselves experience their worlds? Ben explored the psycho-social constitution of experience, and its past and future roles in psychology, in his 2005 book *Psychology and Experience*. In keeping with Charles Darwin's proposals about the human psyche—another of Ben's interests—his more recent research has focused on demonstrating the capacity and content of babies in infant-peer group communication, both in the laboratory, in families and in day care. Ben now has a contract with Oxford University Press to write what is improbably, the first-ever book on *Darwin's Psychology* (due in 2016).

Liz Brooker was an early years' teacher for many years before returning to higher education, where she is now a Reader in Early Childhood at the University of London (United Kingdom). Her interest in the transitions to school of ethnic minority children stemmed from her own classroom experience and was the subject of the book, *Starting School: Young Children Learning Cultures* (2002). Liz continued to study transitions, including those of young babies into their first group-care settings, producing a book, *Supporting Transitions in the Early Years* (2008), which explored the varied experiences of children from birth to five as they moved through their early environments. In the last few years, her work has focused on play, using a sociocultural perspective to describe how the contexts and contents of children's play shape their own development and that of the communities they share with others. Her *Handbook of Play and Learning in Early Childhood* appears in 2014.

Kalli B. Decker is a doctoral student in Human Development and Family Studies at Michigan State University in the USA. Her research focuses on mechanisms that influence early parent-child communication and investigates aspects of parent-child communication that positively influence children's language development. Kalli is also a classroom assistant at Michigan State University's Child Development Laboratory, where she works with infants, helps teachers incorporate infant signs into their classroom, and holds parent workshops related to the use of infant signs.

Sheila Degotardi is a Senior Lecturer in Early Childhood at the Institute of Early Childhood, Macquarie University (Australia). Her research falls into two connecting themes: the first is an interest in infant-toddler pedagogy, learning and development; and the second involves exploring how intersubjectivity, relationships and interpersonal relatedness are established in both child-child interactions and adult-child interactions. In particular, she has explored children's and adults' social understanding and the ways in which this understanding is evident during their social interactions with significant others in their lives.

Robyn Dolby is a psychologist in private practice with interests in attachment, children's emotional development, and intervention for infants and children who require high support for emotional and behavioural regulation. With Eilish Hughes and Belinda Friezer she founded Secure Beginnings to provide infant mental health consultation and relationship-based training for early childhood educators. Since 1999, she has run a unique collaboration in the fields of psychiatry and early childhood involving 6-month long Child Observation Seminars for the New South Wales Institute of Psychiatry. The seminars are set in an early childhood centre and are part of the required training for child psychiatrists in New South Wales, Australia.

Peter Elfer is Principal Lecturer in Early Childhood Studies and Convenor of the Masters Programme at the University of Roehampton in the United Kingdom. Prior to this, he worked for 10 years in the Early Childhood Unit of the National Children's Bureau in London. He has a long-standing interest in the wellbeing of babies and children under three. His book, with Elinor Goldschmied and Dorothy Selleck, *Key Persons in the Nursery: Building Relationships for Quality Provision* (2003) has recently been published in Italian and a revised second edition was

published in 2011. Peter contributed to the guidance on the key person role (concerning the formation of emotional attachments between nursery staff and children) for the English Early Years Foundation Stage (EYFS). He is currently developing new models of professional reflection, taking close account of emotional experience in working professionally with young children, to meet the requirements of the revised EYFS.

James Elicker is Associate Professor in Human Development and Family Studies at Purdue University in the USA. He teaches early childhood education and child development courses for undergraduate and graduate students. His research focuses on child care quality and adult-child relationships in early childhood programs. He is currently evaluating Paths to Quality, Indiana's statewide child care quality rating and improvement system.

Sheena Elwick is a doctoral candidate in the School of Education at Charles Sturt University in Australia. Sheena has a broad range of experience in early childhood education and care both as a practitioner and as a teacher educator. As a practitioner, she has worked in long day care, mobile child care, and also primary school settings. Her current research interests include infants' lives in early childhood settings. She is particularly interested in the potential of philosophical empirical enquiry as a methodology for developing responsive and ethically reflective research pedagogies with infants in early childhood education and care contexts.

Belinda Friezer is a psychologist and art therapist. She has worked as a clinician in the area of infant-parent psychotherapy and as an Associate Lecturer in Art Therapy at the University of Western Sydney in Australia. With Robyn Dolby and Eilish Hughes she has formed the private practice: Secure Beginnings. She currently guest lectures at the Institute of Psychiatry in the Infant Mental Health program. Through Charles Sturt University, she is currently undertaking a Ph.D. on babies in long day care.

Joy Goodfellow is an Adjunct Senior Lecturer within the Research Institute for Professional Practice, Learning and Education (RIPPLE) at Charles Sturt University in Australia where, as an early childhood educator and researcher, she is involved in a number of research projects focusing on professional practice and the experiences of young children in early childhood services. Her particular interest in the Infants' Lives in Childcare project is seeking to understand, through segmented analysis of video, the developing social competence of infants in peer groups.

Liv Mette Gulbrandsen is a developmental cultural psychologist. She is a Professor of Social Work in the Department of Social Work, Child Care and Social Policy at the Oslo and Akershus University College of Applied Sciences (Norway), where she teaches courses in intersectionality, and theories of childhood, children and child welfare practices for Master's and doctoral students. Her research interests fall within longitudinal studies with girls and boys forming their developmental trajectories in interactions with peers and adults in their sociocultural contexts. She is also conducting studies of child-related professional practices (in child welfare services, pediatric rehabilitation, kindergarten and school), and children's participation in these practices.

Tamesha Harewood is a doctoral student in Human Development and Family Studies at Michigan State University (USA). She has a background in human resources administration and child development, and her research merges these two disciplines to focus on the professional development of the early child care and education workforce, specifically related to supporting children's social-emotional development. Tamesha's research also includes the effects of both mothers' and fathers' mental health on children's language and behavioral development. Tamesha is a graduate assistant working on a project funded by the USA Substance Abuse and Mental Health Services Administration which seeks to promote community-wide wellness of young children from birth to age eight.

Eilish Hughes has a Master's Degree in Art Psychotherapy and in the practice Secure Beginnings she bridges early childhood practitioner thinking with psychotherapeutic understanding. Eilish is also currently employed as a consultant with KU Children's Services to develop the Marte Meo Early Childhood Training Resource alongside Robyn Dolby. She teaches on the Pedagogy of Relationships for Charles Sturt University and was previously employed as a Senior Practitioner and Team Leader with the Partnerships in Early Childhood (PIEC) program run by The Benevolent Society in conjunction with childcare and preschool organisations in New South Wales and Queensland.

Eva Johansson is Professor of Education in the Department of Early Childhood Education at the University of Stavanger, Norway. Eva is an experienced researcher in the field of early childhood education with an extensive research and publication profile in the area of children's morality. She is engaged in questions on moral learning in early childhood education, including national and international studies on how children experience and develop morality and how teachers approach such issues in their work. Her research also includes studies on young children's learning as well as quality aspects of preschool.

Gregor Kappler is a postdoctoral researcher at the University of Vienna in Austria and a data analyst for businesses needing prediction or data visualization. He has previously worked as a consultant and programmer of semantic text search in corporations. Gregor researches ontogenetic processes (socioemotional development, stress physiology), as well as categorical data, and specifically natural language data in psychology. He is fascinated with proper theoretic formalization and the meaningful visualization of statistical and Bayesian models. He investigated the dependency of categorical reliability coefficients on the number of categories in simulation studies and derived a reliability coefficient that is independent from information theoretic definitions. His latest research includes Bayesian modeling of natural language text coding systems (such as coding of implicit motives in texts describing pictures) and in Bayesian multilevel modeling.

Ashley Karsten is a doctoral student in Human Development and Family Studies at Michigan State University (USA). Her research focuses on early language development and children's use of infant signs, including the positive effects that infant

signs have on aspects of social and emotional development. Ashley is also a research assistant on a federally funded grant from the Institute of Education Sciences, aimed at developing a narrative language assessment for preschool-aged children; she has managed data collection and coding of young children's narratives.

Anne Kultti is a Senior Lecturer in Preschool Teacher Education at the University of Gothenburg in Sweden. Anne's research focuses on preschool as a learning environment, and children's communication and participation in preschool activities. Additionally, her research considers learning in preschool from the perspective of young multilingual children, through scaffolding as well as tools and artefacts. Anne has experience in the field of early childhood education as a preschool teacher.

Sharynne McLeod is Professor in Speech and Language Acquisition at Charles Sturt University, Australia, and a researcher within the Research Institute for Professional Practice, Learning and Education (RIPPLE). She is an Australian Research Council Future Fellow, an elected Fellow of the American Speech-Language-Hearing Association, and of Speech Pathology Australia. Sharynne is Editor of the *International Journal of Speech-Language Pathology* and provided expertise in the development of the World Health Organization's children and youth version of the International Classification of Functioning, Disability and Health.

Linda Mitchell is an Associate Professor in Early Childhood Education and Associate Director of the Early Years Research Centre at the University of Waikato, New Zealand. She has led several longitudinal policy evaluations analysing the impact of policy on pedagogy and access and has a record of publication about early years' policy. Another established area of her research and publication concerns parent and family involvement in early childhood education. She is interested in how policy frameworks can support early childhood services as democratic communities supporting citizenship and social justice. Linda has served on many government working groups and reviews and is a member of the New Zealand Ministry of Education's Research Policy Group.

Jools Page is a Lecturer in Early Childhood Education, Deputy Director of Learning and Teaching (Student Matters) and Programme Director for the Masters in Early Childhood Education (United Kingdom and Malta) in the School of Education at the University of Sheffield (United Kingdom). Jools is also coordinator of the staff seminar series on critical discussions of research and policy in early childhood education. Her research focuses on attachment relationships between babies and their key adults in group care settings and the rights of babies and young children under three. Her research has examined the complex issues of *love* and *care* in day care provision, informing her developing theory on *professional love* in early childhood education and care. Jools is lead author of the second edition of *Working With Babies and Children: From Birth to Three*, published in 2013. She has had a long career working with young children and families, and prior to taking up her role at the University of Sheffield held a key role in local policy where she was responsible for leading on practice and provision for children aged birth to 3 years.

Ingrid Pramling Samuelsson is a Professor of Early Childhood Education at the University of Gothenburg (Sweden), holds a UNESCO Chair in Early Childhood Education and Sustainable Development, and is the World President of Organisation Mondiale pour l'Éducation Préscolaire (OMEP). Her research has primarily been about children learning different content in preschool practice, children's perspectives, didactic questions, and preschool as a learning environment. She is currently working on questions about education for sustainable development from an international perspective.

Frances Press is an Associate Professor in Early Childhood Education and a researcher within the Research Institute for Professional Practice, Learning and Education (RIPPLE) at Charles Sturt University in Australia. She has a long-standing research and publication record concerning early childhood policy frameworks and their impacts upon practices and pedagogy. She is interested in how government policy can better support high quality infant and toddler early childhood programs built on strong collaborations with families. She is a member of the Work and Family Roundtable in Australia, which is comprised of 31 researchers with expertise on work, care and family policy with the goal of informing good evidence-based public policy in Australia.

Karen M. Ruprecht is a Research Associate in the Department of Human Development and Family Studies at Purdue University (USA). Her research interests include primary caregiving and continuity of care for infants and toddlers. She is currently evaluating Paths to QUALITY, Indiana's statewide child care quality rating and improvement system.

Niina Rutanen is a university researcher in the School of Education at the University of Tampere, Finland and Docent (Adjunct Professor) at the University of Jyväskylä, Finland. Her main areas of research and teaching focus on birth to 3-year-old children in early childhood education and care, sociocultural approaches, and application of spatial approaches in research on children's everyday life in educational institutions. Her research projects include collaboration with Brazilian research groups to discuss infant-toddler care policies and practices from a comparative perspective. She is the Vice-Chair of the Finnish Society for Childhood Studies.

Tina Stratigos is a doctoral student at Charles Sturt University in Australia. She has worked as an educator in preschool, primary school and outside school hours' settings. She is completing her Ph.D. as part of the Infants' Lives in Childcare study with a particular focus on how the politics of belonging operate for infants in family day care settings. Tina is interested in the use of visual methodologies and working with Deleuzian concepts in her research.

Claire D. Vallotton is an Assistant Professor of Human Development and Family Studies at Michigan State University (USA). She has previously undertaken a National Institute of Child Health and Human Development (NICHD)-funded postdoctoral fellowship at the Harvard Graduate School of Education. In 2006, she was acknowledged with the Young Investigator Award from the World Association