CONTENTS

Acknowledgements • viii

About the editors and contributors • ix

Introduction • xi Kath Hirst

PART 1 Early Childhood Services and Settings

Chapter 1 Early Childhood Education in developing countries: are ethnic minority children required to compromise their rights? • 1 Alison Wakeford

Chapter 2 Reform or rejection? The impact of change on the role of the pre-school leader • 13

Elaine Dean

Chapter 3

Changes and challenges: Pre-school practitioners' responses to policy change and development • 21 Rosemary Physick

Chapter 4 **The value of Early Years Development Officers' support for voluntary pre-school playgroups •** 31 *Chris Stevens* vi PERSPECTIVES ON EARLY CHILDHOOD EDUCATION

Chapter 5 Joining the 'Mainstream': transferring from a Montessori Nursery School to a state reception class • 43 Helen Barber

PART 2 Gender and Difference in provision and play Chapter 6 'It's not what men do': men in the early childhood workforce • 55 Claire Cook Chapter 7

Why do boys like to build and girls like to draw? Gender issues in a small British military community • 63 *Ceri Tacey*

Chapter 8 Seeing gender through the eyes of young girls • 73 Rachael Leslie Chapter 9

Imogen's story: inclusion in a mainstream school in Dubai • 85 Louise Short

PART 3

Adults' influences on children's learning

Chapter 10 Working with children under three:

the perspectives of three UK academics • 93 Jools Page

Chapter 11 Using young children's drawings for teaching and learning: a case study • 115 *Karen Boardman* Chapter 12 Young children's favourite books • 125

Karen Wilkinson

CONTENTS 🔳 vii

Chapter 13 Is it OK to play? Perceptions of play in a small rural primary school • 141 Jan Christmas

Chapter 14 Supporting children's thinking skills in the foundation stage • 151 Heather Davies

Chapter 15 Re-thinking reflective practice in the Early Years • 163 Di Chilvers

> Subject Index • 181 Author Index • 185

Invites Pitersel, in Property and a second of the second o

.