Index

Page numbers in bold refer to photographs.

1990 Commemoration Medal 5

access

to materials and places 43

Act on Early Childhood Education and Care 2015 (Finland) 41

Action for Children and Youth Aotearoa (ACYA) 50, 53

advocacy vii, viii, 2, 3, 4, 5, 23
children’s rights 28
by ECEC leaders 91–94
for infants 25–33
for social change in early childhood education and care 93–94
sociocultural approach 25–28

aggression, conflicts and rough-and-tumble play 30

American Orthopsychiatric Association (Ortho) vii, 5

assessment for learning 59–60, 68
facilitating educational environment, and consistency across span of education 61–63
feedback and guidance 61, 65, 66, 67–68
initial capability and performance 64
monitoring progress over time 60–61
self-efficacy as desired consequence 63–65

as a shared process 65–67

Australia 88, 89

Before Five policies 4

behaviour management ix

Bell, Marie 17, 20
Bowlby, John 14, 22

breakfast in an ECEC centre, example of advocacy 91–94

Bronfenbrenner, Urie viii
Burns, Val 17

Caldwell, Bettye 3–4, 21–22
Canada 13–14
capabilities, individual differences 63–64

Care of Children Act 2004
Section 4(1) 74, 83–84
Section 6 85

Centres of Innovation 55, 118

child abuse 79

child labour 80–81

child policy ix, x–xi, xii, 3, 6–7, 20
child poverty 75

childcare ix, 2–3, 15–17, 21, 22–23, 113, 114, 115
children’s rights 50–51
Finland 39–40

Before Five policies 4
infants 29, 31, 33
and research 6

Swedish preschool 97–98, 99–100
child poverty 75, 80, 99
child protection systems, children’s rights in 79–80

childcare
see also early childhood education and care (ECEC); early childhood education and care centre staff; integrated early childhood systems
Anne Smith’s personal experience 13–15
Childcare: Facts, Principles and Problems (Committee on Women) 21
Dunedin Community Childcare Association 18, 28
Dunedin Community Childcare Centre 3, 18–20
Early Childhood Educare: The Search for Quality (video) 4
effects on children 2, 16, 22, 53–54
England 111, 113
enhancement of family life 16, 22
funding 20, 21, 23, 114, 115
government policy ix, 2–3, 15–17, 21, 22–23, 113, 114, 115
origins 110
and women’s rights 2, 15, 53, 97
You Can’t Afford to be Casual About Child Care (film) 4, 22
youngest children 3, 110, 113
childhood, constructed nature 81
childhood studies, university viii
Children’s Issues Centre (CIC), University of Otago xii, 4, 26, 28–31, 48, 52
children’s participation at school 78–79
children’s participation in ECEC 40–41, 44–45
Finland 41–44
Hart’s ladder model 42, 43
rights 52, 53–55, 77, 101–02, 116
Sweden 99, 100–02, 104
Turja’s model 42–43, 44
children’s rights 2–3, 7, 48, 72–73, 81
see also United Nations Convention on the Rights of the Child (UNCRC)
access to ECEC services 3–4, 25, 28, 53–55, 111, 113, 116, 119
advocacy and research ix–xii, 28
assessment for learning 59, 65–67, 68
in child protection systems 79–80
Children’s Rights: Towards Social Justice (Smith) 68, 72–73, 81
within ECEC services 76–77
within families 74–76
Finland 37, 38
to health 80
high quality, safe and culturally responsive extra-familial environments 86
infants 26, 27
participation in ECEC 52, 53–55, 77, 101–02
at school 4, 77–79
Sweden 99
in the workplace 80–81
children’s voice ix, 4, 40, 67, 72, 73, 76, 77
Children’s Issues journal 4
Childwatch International ix
citizenship, children’s ix, x–xi, 4, 7
Combined Early Childhood Union of Aotearoa 4
Committee on Women, Childcare: Facts, Principles and Problems 21
community childcare 16
Companion of the New Zealand Order of Merit 5
competencies, assessment 61, 62
competencies for learning 39
continuous assessment 66
contradictions in ECEC centres 90–93
Crimes Act 1961, Section 59 5, 51
Crimes (Substituted Section 59) Amendment Act 2007 52
cultural-historical activity theory (CHAT) 88, 89
curriculum
England 113
Finland 39
integrated early childhood systems 111
New Zealand Curriculum 62
Swedish preschool 97, 99, 101, 102–03, 111–12
Te Whāriki 26, 28–29, 54, 61–63, 65, 117

davies, Sonja 17, 21
daycare see childcare
Department of Education
childcare administration 3, 23, 115, 116
kindergarten and playcentre support 13
developmental psychology viii
developmental work research (DWR) 89–93
digital environments 86
discrimination
children at school 77, 78
families, and children within families 74
women 15
division of labour in ECEC centres 89, 90
divorce and family changes 4, 76
Dunedin Collective for Women 18
Dunedin Community Childcare Association 18, 28
Dunedin Community Childcare Centre 3, 18–20
Dunedin Multidisciplinary Health and Development Study 73

Early Childhood Care and Education (State Services Commission) 23
Early Childhood Care and Education Working Group 110
Early Childhood Conventions 4, 16
Early Childhood Educare: The Search for Quality (video) 4
early childhood education and care (ECEC)
see also childcare; children's participation in ECEC; infants in early childhood education; integrated early childhood systems; kindergartens; playcentres; Swedish preschool system
children's experiences 6–7, 25, 27, 29, 31–32
children's rights within ECEC 76–77, 116
curriculum, Te Whāriki 26, 28–29, 54, 61–63, 65, 115
funding 115
Research, policy and advocacy in the Early Years

group size 30, 32, 44, 53, 99, 100–101, 103
holistic approach 40, 61, 62, 109, 111–116
quality 2, 3, 4, 6, 14, 20, 28–30, 32, 33, 54–55, 67, 77, 99, 100, 101, 104
role in levelling socioeconomic differences 38
socioeconomic importance 97, 104
standards 32–33
targeted provision 54–55
early childhood education and care (ECEC), Finland 37–38
children’s participation 41–44
context 38–39
first phase of lifelong learning path 37–38
integrated education and care 39–41
teacher–infant joint attention 30
Early Childhood Education Centres of Innovation 55, 118
Early Years Learning Framework (Australian Department of Education, Employment and Workplace Relations) 88
“educare” 3, 4, 40
Education and the Equality of the Sexes Conference, 1975 17
Education Review Office 54
Education to be More (Department of Education) 110
Emotional states 43
England
Children’s Centres 116
progress toward an integrated early childhood system 113–18
families
see also parents
and assessments 59, 61
benefits of childcare and early childhood education 16, 22, 23, 28, 33, 53
children’s rights within 74–76
discrimination 74
divorce and family changes 4, 76
Flynn, Jim, Does Your Family Make You Smarter? 74
influence on learning and development 55, 67, 73
and physical punishment 51
state intervention 79–80, 110
supplying breakfast for children to eat in an ECEC centre 91–94
voices 61, 65
Family Court 76
feedback, in assessment 61, 65, 66, 67–68
fees paid for early childhood services 98, 112, 114, 115–16
feminism 15, 19, 20, 21, 53
see also women’s rights
Finland see early childhood education and care (ECEC), Finland
Flynn, Jim, Does Your Family Make You Smarter? 74
formative assessment 66, 68
foster parents 79–80
Fröbel, Friedrich 39
Fryer, Norah 17–18
government policy see child policy
Hart’s ladder model of children’s participation 42, 43
Head Start (USA) 3, 22
health, children’s rights 80
Hubbard, Pat 18, 20, 21
immigrant children in ECEC, Sweden 98, 99, 100, 101
inclusion 76
inequality
split systems 110
Swedish preschool system 99–100
infants in early childhood education and care 3, 26–28, 32–33, 113
access to qualified teachers 29, 30, 32–33, 53, 100, 114, 115–16
aggression, conflicts and rough-and-tumble play 30
childcare 3, 110, 113
Children’s Issues Centre research 28–31
current research 31–32
interpersonal experiences 31–32
rights 33
standards 32–33
teacher–infant joint attention 30
integrated early childhood systems 109–10, 117–18
conceptual integration 111–12
criteria 111
Europe 112–15
Finland 39–41
New Zealand 115–19
open to all children 111
from split to integrated systems 110–12
Sweden 111–13
International Women’s Year, 1975 15–18, 20
International Year of the Child, 1979 49
ipsative assessment 60–61
Jebb, Eglantyne 49
Katz, Lilian 4
kindergartens 13, 14, 16, 23, 39, 97, 110
Labour and Labour-led governments 23, 54
Langer Award vii, 5
leaders of early childhood education
and care centres 86–87, 94
advocacy for social change in early childhood education and care 93–94
Australian settings 88
developing capacity 88–91
example of advocacy 91–93
leadership as taking action for children 87–88
learning
see also assessment for learning identities 60, 63, 77
individual differences in capability 63–64
motivation 60, 61, 63, 64, 67
learning community xi–xii
Learning in the Making study 68
learning stories 63
learning-to-learn skills 38, 39
Lee, Wendy 17
Levitt, Phyllis 18
lifelong learning 39
local government
participation by young people 5
and problem of children eating breakfast at an ECEC centre 91–94
Marion Langer Award vii, 5
McDonald, Geraldine 17, 21, 23
Meade, Anne 17, 21
mentoring, in early childhood services 88
Morris, Beverley 17
motivation for ongoing learning 60, 61, 63, 64, 67
National and National-led governments 23, 54
National Council of Women 15
National Standards 60, 62
New Zealand Association of Child Care Centres (NZACCC) 17–18, 21, 22
New Zealand Curriculum 62
Noonan, Rosslyn 15, 17, 21
normative assessment 60
OECD (Organisation for Economic Co-operation and Development) 3, 26, 33, 99, 110
parents
see also families
choice of early childhood care and education 29
communication of research findings ix
fees paid for early childhood services 98, 112, 114, 115–16
foster parents 79–80
influence on progress in learning and development 67
involvement in early childhood education and care 19, 20, 44–45, 99, 101–02
satisfaction with quality 29
satisfaction with Swedish preschool 98
supplying breakfast for children to eat in an ECEC centre 91–94
parent–staff communications 3
participation see children’s participation at school; children’s participation in ECEC
peer observations and feedback in learning 66–67
perseverance 64
physical punishment, abolition ix, 51–52, 72, 75–76
play 30, 38, 102, 103, 110
playcentres 13, 16, 23
policy see child policy
portfolios, in assessment 61, 89
poverty, children 75, 80, 99
Prime Minister's Conference on
Women in Social and Economic
Development 21

Renwick, William 16–17
research
attributes of effective researchers x–xii
based on Dunedin Community Childcare Centre 20
children's experiences in day-care settings 3
Children's Issues Centre research on quality ECEC for infants 28–31
children's participation in ECEC 40–41
children's rights ix–xii, 28
children's voice 4, 40
current research on infants in ECEC 31–32
developmental work research (DWR) 89–93
discipline and guidance of children 52, 76
interplay with child policy 6, 14
Learning in the Making study 68
pedagogical approaches to children's learning and development 96–97
quality childcare 14, 16, 25–26
quality experiences in early childhood 14
resilience 53, 64, 79
rights see children's rights; women's rights
Royal Society of New Zealand fellowship 5
Sadler, Royce 65
Save the Children International Union 49
school, children's rights 4, 77–79
exclusion 77–78
participation 78–79
self-assessment 65–66
self-efficacy 60, 63–65
sex differences in children's activities 3
sex-role stereotyping 3, 20
Smith, Anne B.
awards vii, 5
career and achievements viii, ix, xi–xii, 2–5
photographs 12, 19
Smith, Catherine 12
Smith, John 12, 13, 14
Smith, Juliet 12
social justice xii, 27, 72–73, 76, 77, 81
assessment for learning 59, 68
Children's Rights: Towards Social Justice (Smith) 68, 72–73, 81
split early childhood systems
Europe 113
from split to integrated systems 110–12
standards for early childhood education services 32–33
standards-based assessment 60
state care of children 79–80
State Service Commission, Early Childhood Care and Education 23
Stevens, Ewing 19, 19
Research, policy and advocacy in the Early Years

Stonehouse, Anne 4
subjects, assessing 61, 62, 63
Sustained Development Goals (United Nations) 104
Swedish National Agency for Education 97, 98, 100, 102
Swedish preschool system 96, 103–04, 111–13
curriculum 97, 99, 101, 102–03, 111–12
fees 98, 112
forty years of statutory preschool 97–98
increase in inequality 99–100
international rankings 99
research context 96–97
situation today 98

targeted provision of ECEC 54–55
Te Whāriki 26, 28–29, 54, 61–63, 65, 117
teachers see early childhood education and care centre staff; leaders of early childhood education and care centres
trust in person offering guidance 67
Turja's model of children's participation 42–43, 44

UNESCO 110–11
United Nations Committee on the Rights of the Child 50–51
position on participation of children in ECEC 53
position on physical punishment 51–52, 75
United Nations Convention on the Rights of the Child (UNCRC) 27, 28, 31, 37, 40, 44,

48, 54, 55, 65, 77, 79, 80, 81
Article 3 83
Article 6.2 84
Article 12 84–85
Article 19 84
framework for family life of children 74–76
General Comment No. 7 (2005) 53
genesis 49–50
optional protocols 50
reporting process 50–51
United Nations Sustained Development Goals 104
United Women’s Convention, 1975 15
University of Otago 2, 13
Children's Issues Centre (CIC) xii, 4, 26, 28–31, 48, 52
crèche 14
Department of Education 14
University of Oulu, Finland, honorary doctorate 5

Victorian Maternal and Child Health Services 80
Vygotsky, Lev 30, 40, 96

welfare services viii, 13, 23, 37, 94, 110, 113, 115
women's rights 2, 3, 15, 97
see also feminism
workforce, children in 80–81

You Can’t Afford to be Casual About Child Care (film) 4, 22