

Rosalind Millam

Anti-Discriminatory Practice

SECOND EDITION

A GUIDE FOR WORKERS IN CHILDCARE AND EDUCATION



Anti Discriminatory Practice In Childcare And Education

Penny Tassoni



Anti Discriminatory Practice In Childcare And Education:

Anti-Discriminatory Practice Rosalind Millam,2011-03-31 *Anti-discriminatory Practice* Rosalind Millam,1996

Workers in the Childcare and Education field have acknowledged for many years the need to respect and value children and to treat them as individuals One of the underlying principles of the Children Act 1989 is to provide for a child s racial religious cultural and linguistic backgrounds Workers have a legal obligation to take these into account when working with children and families Anti Discriminatory Practice addresses the need to work in an anti discriminatory framework when caring for and educating children It looks at legislative provisions research findings and practical applications It seeks to cause workers to examine the attitudes they hold and how this can affect their work It explores many aspects of anti discriminatory practice including culture race language religion gender and special needs This text is in line with the National Occupational Standards in Childcare and Education and will be useful for all childcare workers and trainees who need to address the issues of working within an anti discriminatory framework The courses it applies to include NNEB DipNN CCE BTEC NN GNVQ Childcare options and NVQ Levels 2 and 3 Childcare and Education **BOOK JACKET Title** Summary field provided by Blackwell North America Inc All Rights Reserved **Anti-discriminatory Practice** Rosalind

Millam,2002-01-01 Those who work in childcare and educational settings have an ethical and legal responsibility to take into account children s cultural ethnic religious and linguistic backgrounds This fully updated second edition of Rosalind Millam s popular handbook provides wide ranging guide to anti discriminatory practice incorporating practical applications research findings and legal issues **EBOOK: Early Childhood Studies: A Multiprofessional Perspective** Liz Jones,Rachel

Holmes,John Powell,2005-11-16 A celebration of the tremendous strides made towards the achievement of a multiprofessional early years workforce and a challenge to those responsible for training the next generation of professionals Students and trainers policy makers and practitioners have a duty to be knowledgeable to be able to reflect on their beliefs and practice and to articulate concerns share their views convey their enthusiasm and act as advocates for young children This book will help them do just that Lesley Abbott OBE Manchester Metropolitan University Early Childhood Studies critically engages the reader in issues that relate to young children and their lives from a multiprofessional perspective Whilst offering a theoretically rigorous treatment of issues relating to early childhood studies the book also provides practical discussion of strategies that could inform multiprofessional practice It draws upon case studies to help the reader make practical sense of theoretical ideas and develop a critical and reflective attitude Hard and pressing questions are asked so that beliefs ideas views and assumptions about notions of the child and childhood are constantly critiqued and reframed for the post modern world The first part of the book explores the early years power and politics by looking at child rights the politics of play families and working with parents and carers The second part explores facts and fantasies about childhood experiences such as anti discriminatory practice the law child protection and health issues The final section encourages the reader to explore

what childhood means from historical ideological and cultural perspectives and looks at how popular assumptions arise This is a key critical text for early childhood students academics and researchers as well as practitioners who want to develop their reflective practice *Anti-Bias Approaches in the Early Years* Tina Hyder, Michael Jarrett, Faye Sutton, 2000-10

Practical guidelines to challenge discrimination in early years settings *Good Practice in the Early Years* Janet Kay, 2004-11-01 Fully up dated second edition of the comprehensive guide to established good practice for all childcare workers and those training to work in this field *Babies and Young Children* Marian Beaver, Jo Brewster, 2002 This tutor support pack is fully updated to current CACHE CCE and DCE standards and complements the new Babies and Young Children textbooks It is based on Child Care and Education for CCE and NVQ 2 by the same authors The pack is designed to assist in the planning and delivery of classes and contains practice multiple choice questions and material on assessment Produced on A4 ring bound pages for ease of copying the pack should be of use to other level 2 and 3 child care qualifications *Diploma in Child Care and Education* Penny Tassoni, 2002 Diploma in Child Care and Education is clearly written and covers all the underpinning knowledge in CACHE Certificate in Child Care and Education **A Practical Guide to Child Observation and Assessment** Christine Hobart, Jill Frankel, 2004 Packed with examples of observation techniques skills and documented examples this text covers the child observation components of all major child care courses in particular CACHE CCE and DCE NVQ Level 2 and 3 as well as BTEC *BTEC National Early Years* Sandy Green, 2002 Written in line with the 2005 specification for the BTEC National in Early Years qualification this photocopiable book contains guidance notes quiz sheets OHTs and assignments The CD ROM incorporated in the pack provides editable worksheets and activities to help tutors customise the course to suit the needs of their students **Teaching Assistant's Handbook: Primary Edition** Janet Kay, 2005-12-08 **Care and Education in Early Childhood** Audrey Curtis, Maureen O'Hagan, 2014-01-14 Previous edition sold 3 195 units in four years New edition has been updated to reflect the needs of the new Early Years Professional qualification the introduction of the Foundation Stage 0 5 years in 2008 which encompasses Birth to Three Matters and the existing Foundation Stage into one curriculum New edition also takes consideration of Every Child Matters New edition will be richer in textbook features with signposting to specific components of different EYrs courses Huge growth in the uptake of Foundation degrees Early Years degrees in the UK Due to various government initiatives in the field of early years there has been an increase in the numbers of students taking professional qualifications In addition the new Early Years Professional Status qualification is being fully funded by the government with a target that by 2010 every child care setting will have somebody working there with this qualification Both authors are key names in this field and have garnered lots of media exposure Includes topics such as working with parents the reflective practitioner and managing children s behaviour Book also covers Europe and so will have an international market **Certificate in Child Care and Education** Penny Tassoni, 2002 Certificate in Child Care and Education is clearly written and covers all the

underpinning knowledge needed to study for the examination in the CACHE Certificate in Child Care and Education

Birth To Three Matters Abbott, Lesley, Langston, Ann, 2004-12-01 This text explores the issues of quality education in early years settings including issues of continuity anti discriminatory practice inclusion safety and future training

Foundations in Caring for Children Christine Hobart, Jill Frankel, 2000 Provides an introduction to the key issues Including case studies this work emphasises on key points and includes glossaries explaining the key terms Featuring tasks and activities that develop student s understanding its test yourself quizzes enable them to track their own learning

Social Justice, Education and Identity Carol Vincent, 2003-12-16 This book answers key questions regarding social justice in education Its central theme is how the education system through its organization and practices is implicated in the realisation of just or unjust social outcomes In particular the writers examine the ways in which the identities of individuals and groups are formed and transformed in schools colleges and universities The book contains examples drawn from early years through to higher education It has a dual focus addressing theoretical debates in social justice including how the concept of social justice can be understood and theoretical issues around social capital and class and gender reproduction the formation of learner identities focusing on how these are differentiated by class ethnicity gender sexuality and disability Carol Vincent has assembled a wide ranging collection of lucidly argued essays by a panel of internationally respected contributors The authors draw on their current and recent research to inform their writing and so theory is balanced with extensive empirical evidence Therefore the debates continued here have implications for policy and practice as well as being theoretically and analytically rich This book will provide unrivalled coverage of the subject for researchers academics practitioners and policymakers in education

A-Z of Childcare Christine Hobart, Jill Frankel, 1998 This book provides a completely new approach to planning and study for all childcare courses Written by the country s leading childcare authors A Z of Childcare explains the most effective methods of study and presents outline plans to all the key curriculum areas

Improving Learning in College Roz Ivanic, Richard Edwards, David Barton, Marilyn Martin-Jones, Zoe Fowler, Buddug Hughes, Greg Mannion, Kate Miller, Candice Satchwell, June Smith, 2009-03-04 What s the problem with literacy at college How might everyday literacy be harnessed for educational ends Based on the first major study of literacy practices in colleges in the UK this book explores the reading and writing associated with learning subjects across the college curriculum It investigates literacy practices in which students engage outside of college and teaching and learning strategies through which these can help support the curriculum With insightful analyses of innovative practices it considers ways of changing teaching practices to enable students to draw upon their full potential Recent research work has challenged the myth of individual student deficit arguing cogently that people have funds of knowledge from diverse and vibrant cultural roots and that these have been misguidedly disqualified by the education system It has claimed that different ways with words can provide valuable resources for learning However the empirical exploration of this claim has lagged far behind the theoretical

debate Improving Learning in College resolves this by showing the integrity and richness of the literacy practices of a significant population not previously the focus of such research those who take vocational and academic college courses in colleges It addresses an issue which has not until now been developed within this research tradition that of how these practices can not only be valued and validated but mobilised and harnessed to enhance learning in educational settings This book will interest all teachers teacher educators and researchers concerned with post compulsory education and vocational education in compulsory schooling

Gender Diversity and Inclusion in Early Years Education Kath Tayler, Deborah Price, 2016-03-31 How can we support children to reach their full potential and not be constrained by gender expectations Are gender roles fixed at birth or do they develop through experiences Gender Diversity and Inclusion in Early Years Education introduces practitioners to key aspects of gender in the early years and explores how to ensure that children and staff teams are supported in settings that have outstanding practice Considering the implications of gender in the context of supporting children families and practitioners this book examines the theoretical contexts that surround gender identity and explores current legislation and practice in order to provide practitioners with all the information they need to develop their own work and settings in an open and equal way Offering a wealth of practical guidance case studies and reflective questions which link to the EYFS chapters cover a theoretical approach to gender development current legislation and the impact on early years practice understanding gender fluidity and the way in which children express gender creating gender equality when working with children and the role of manager in creating a supportive ethos Including tasks reflective points and links to useful websites and organisations this book will be valuable reading for all early years practitioners and students that want to promote an inclusive environment for the children in their care their families and colleagues

Beginning Teaching, Beginning Learning: In Early Years and Primary Education Janet Moyle, Jane Payler, Jan Georgeson, 2017-06-16 This bestselling textbook provides an introduction to the fundamentals of teaching and learning in early years and primary education If you are training to work in schools or other educational settings the book offers a wide range of practical and straightforward guidance covering essential topics such as safeguarding attachments and relationships assessment the indoor and outdoor environment new technologies behaviour management and well being Thoroughly updated throughout and retaining its lively and engaging style this new fifth edition extends your knowledge and understanding of working and playing effectively with young children Enlivened by thought provoking cameos and reflective questions the book gives you the confidence to reflect upon challenge and enhance your own pedagogies Key features include Real life cameos drawn from schools and settings Questions to promote thinking included in each chapter Suggested further reading including a range of annotated references Up to date research and issues that teachers may face Beginning Teaching Beginning Learning is essential reading for student and newly qualified early years and primary teachers and practitioners as well as those who educate and train them This outstanding book should be a core text for beginning teachers working in the birth to 11 age range

It places Early Years and Primary education in the historical context and encourages new teachers to become reflective practitioners by adopting a questioning approach based on thoughtful comparative experiences. One aspect which makes this stand out from other similar texts is the focus it has on developing a deep understanding of the partnership between children's learning and the beginner teacher. Contributors, many of whom have been teachers themselves, include experts not only in their specific fields of interest but also in teacher education more broadly, so understand what is relevant for those on initial teacher education courses and those in the early stages of their teaching career.

Jane Warwick, Primary PGCE Course Manager, University of Cambridge, UK

Beginning Teaching, Beginning Learning should be a core text on all birth to 11 years ITT courses. The book neatly combines grounded cameos of actual teaching experience with real life questions and dovetails these with a thoroughly referenced scholarly critique. Through its engaging style and approach, the book speaks clearly and directly to the inquisitive, curious and professional novice teacher who wishes to be both thoroughly reflective and knowledgeable of the latest research. This book is hugely successful as it manages to be both very wide in its content whilst encouraging a questioning and in depth critical thinking throughout.

Guy Roberts, Holmes MA Early Years Education Programme Director, UCL Institute of Education, UK

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