Contents

1  Policy and Pedagogy for Birth-to-Three Year Olds ............................. 1
   Carmen Dalli and E. Jayne White

Part I   Foregrounding Pedagogy

2  Intersubjectivity in the Imagination and Feelings of the Infant:
   Implications for Education in the Early Years .............................. 17
   Colwyn Trevarthen and Jonathan Delafield-Butt

3  A ‘Good Life’ for Infants in Early Childhood Education
   and Care? The Place of Well-Being in ECEC Curriculum,
   Pedagogy and Policy ............................................................. 41
   Andrew Gibbons, Robert Stratford, and E. Jayne White

4  Care, Upbringing and Teaching in ‘Horizontal’ Transitions
   in Toddler Day-Care Groups .................................................. 57
   Niina Rutanen and Maritta Hännikäinen

5  Toddlers’ Participation in Joint Activities with Peers in nido ............ 73
   Tullia Musatti, Susanna Mayer, Paola Pettenati, 
   and Mariacristina Picchio

6  The Richness of Everyday Moments: Bringing Visibility
   to the Qualities of Care Within Pedagogical Spaces ...................... 87
   Suallyn Mitchelmore, Sheila Degotardi, and Alma Fleet

7  Supporting Concordant Intersubjectivity and Sense
   of ‘Belonging’ for Under Three-Year-Olds in Early Years Settings.... 101
   Helen Marwick
Part II Foregrounding Policy

8 Tensions and Challenges in Professional Practice with Under-Threes: A New Zealand Reflection on Early Childhood Professionalism as a Systemic Phenomenon
Carmen Dalli

9 Educators’ Perspectives on Attachment and Professional Love in Early Years Settings in England
Jools Page

10 Babyroom Workers: Care in Practice
Kathy Goouch and Sacha Powell

11 Influences on U.S. Higher Education Programs Educating the Infant-Toddler Workforce
Rachel Chazan-Cohen, Claire Vallotton, Tamesha Harewood, and Martha Buell

12 Family Day Care: The Trilemma of Professionalisation, Sustainability and Fairness in Flanders, France and Germany
Michel Vandenbroeck and Valerie Bauters

13 A Quality Framework for Early Childhood Practices in Services for Children Under Three Years of Age: Starting Regionally – Moving Globally
Dawn Tankersley and Mihaela Ionescu

14 Provision for ‘Under 3s’ in Australian Early Childhood Education and Care Policy Commitments: A Metaphorical Canary in the Coal Mine?
Jennifer Sumsion

Biographies

Contents
Under-three Year Olds in Policy and Practice
White, J.; Dalli, C. (Eds.)
2017, X, 224 p. 11 illus., Hardcover
ISBN: 978-981-10-2274-6