

Research Summary

Summary Title	
Reframing early education: what do parents value for their children?	
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Abstract	
<p>Drawing on her research into what parents value for their pre-school children, Goodfellow discusses the findings in the context of wider research into biological and social influences on early development. This research indicates need for practitioners to deepen and extend their understanding of young children as learners, and to maintain collaborative, responsive and respectful interaction with parents, the primary carers. Despite its preschool focus, the article presents clear implications for schools' 'early years' practice.</p> <p>Goodfellow's study involved multiple child-care arrangements used by parents of pre-schoolers. Parents' major concerns, she found, were that children be able to bond with carers, that child-care centres reflect parental values, and that children develop appropriate social as well as educational skills.</p> <p>Goodfellow raises questions about the level of child-carers' expertise; about how children themselves experience engagement with carers; about possible discrepancies between home and child-care, and about how to ensure the collaborative home/care relationships to maximize the consistency and continuity required by young children.</p> <p>Teachers, like pre-school practitioners, 'make meaning' for young children, and need to be attuned, both theoretically and practically, to their experience of the world.</p>	
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