Contents

List of cases studies Preface: My journey Acknowledgements	viii ix xii
Part I: The need for theory: Understanding the different contexts of child development	
Chapter 1 Introduction: Starting your journey	3
Your professional journey	4
Your personal journey References	8
Chapter 2 Understanding and using theory in educational settings	9
Introduction	9
Using theory to understand families	17
Conclusion References	25 26
as mercusion secure	eleXp42
Chapter 3 Observing children and using theory to analyse learning and	
development.	28
Introduction	28
Researching children's development: Capturing the child's perspective Developmental or maturational theories guiding observations	29
and analysis	30
Challenges to maturational or developmental theories A cultural-historical, or sociocultural, approach to observing and	40
studying children's development	42
Practice examples: Making observations and analysing development	49
Culturally sensitive approaches to observing and analysing children's	chapto
development	52

Chapter & Using constructivist theory to analyse learning and development of 65

Looking to the future: Critiquing the two approaches to observing and analysing children's development Conclusion References	57 59 60
Part II: Using child development theory: What does theory allow us to see?	
Chapter 4 Using constructivist theory to analyse learning and development	65
Introduction	65
Biography of Piaget	65
A constructivist view of learning and development	67
Piaget's developmental periods	73
Challenges to Piaget's experiments and his interpretations	90
Constructivism	93
Conclusion	94
References References and the settlement of the	95
Chapter 5 Using a bioecological model to analyse learning and	07
development yearned that getting and the development is to	97
Introduction yemog knowskies on a	97
Biography of Urie Bronfenbrenner	98
Bronfenbrenner's approach to researching human development	99
What worried Bronfenbrenner	100
Bronfenbrenner's ecological model	101
Critiques of the ecological model	117
Bronfenbrenner's bioecological model of human development	119
The defining properties of the bioecological model	126
Conclusion	126
References	
Chapter 6 Using cultural-historical theory to analyse learning and	400
development	128
Introduction	128
The biographies of Vygotsky, Kravtsova and Hedegaard	129
A cultural-historical conception of child development	131
Hedegaard's cultural-historical model of child development: Societal,	110
institutional and personal perspectives	149
Conclusion and an analysis of the Conclusion and th	153 153
References prieviens bas anotheresedo prixisM assignaxe soits	155
Chapter 7 Children and families in Australia as agents of their own	
development	155
	155
Introduction	100

Analysing children's motives	156
Motives: Defining children's development	157
Motives: From the perspective of families, communities and schools	167
Conclusion	177
References	178
Chapter 8 Ways of Knowing, Ways of Being and Ways of Doing	180
Introduction	180
Learning theories are imposed from the North	181
Working with credible sources	187
A rights-based approach in action	192
How do we research child development in Australia?	193
The concept of relatedness: Advancing an Australian theory of child	
development	197
Conclusion	215
References	216
development	
Chapter 9 How do theories position children, families and communities?	221
Introduction	221
Critiquing child development theories	222
Tools for critique: Critical theories and post-structuralist theories	231
Conclusion	240
Acknowledgements	240
References	
	241
Chapter 10 Future directions: How theories support ongoing change	
Chapter 10 Future directions: How theories support ongoing change	242
Introduction Introduction	242 242
Introduction Critiquing theories	242
Introduction Critiquing theories Using theories	242 242 242
Introduction Critiquing theories	242 242 242 246
Introduction Critiquing theories Using theories Future directions	242 242 242 246 248
Introduction Critiquing theories Using theories Future directions Conclusion	242 242 242 246 248 250