



Child Observation for the Early Years (Early Childhood Studies Series)

By Ioanna Palaologou

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This is a key text for all those studying for degrees and foundation degrees in early childhood, early years and related disciplines. It enables students to appreciate the central role of observation for understanding, planning for and educating early years children. It covers the theoretical background in detail and highlights important works. The book includes guidance on techniques and recording and analyzing and consideration of the ethical implications. The text helps students to understand how their observations can be effectively used to draw conclusions or to prompt further study. This **Second Edition** includes new chapters on the curriculum and recording and analyzing.

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Editorial Review

Review

'This book empowers students to understand the crucial role of observation for understanding, planning for and educating early years children'

-Early Years Educators

'This is a practical text that will be very useful for practitioners working towards early years professional status (EYPS)

Early Years Update

About the Author

Dr. Ioanna Palaologou CPsychol AFBPsS is an Associate at the Institute of Education, University College London, Centre for Leadership in Learning. Ioanna has worked as a university academic in the UK for the last 20 years and is now returning to her career as a child psychologist. She is a Chartered Psychologist of the British Psychological Society with specialism on child development and learning theories and was appointed as Associate Fellow of BPS this year. Currently she is the Co-Director of Canterbury Educational Services and Head of Children's Services in the same company.

Whilst completing her PhD Ioanna worked both as a researcher in education and lecturer on Education and Early Childhood Studies in UK universities. In 2004 she joined the University of Hull and during the next nine years she worked as Programme Director of BA (Hons) Educational Studies, Co-ordinator of Early Childhood Studies provision, Course Leader for the Masters in Early Childhood Studies and Academic Coordinator for Research Students Support within the Faculty of Education. Her most recent post in higher education was with Canterbury Christ Church University from January, 2014 where she remains as an Associate Doctoral Supervisor.

She joined BESA in 2005. She is a member of the Executive and has been the Chair in 2011-2012. Currently she is the Treasurer of the association.

Her recent books include:

Palaologou, I., (forthcoming-2016) *Child Observation for Early Childhood* (3rd edition), London: Learning Matters, an Imprint of SAGE Publications Ltd.

Palaologou, I., (Ed) (2016) *Early Years Foundation Stage: Theory and Practice* (3rd edition), London: SAGE.

Palaologou, I, Needham, D, and Male. T., (Eds) (2016), *Doing Research in Education: Theory and Practice*, London: SAGE.

Palaologou, I., (2012) *Child Observation for the Early Years* (2nd edition), London: Learning Matters, an Imprint of SAGE Publications Ltd.

Palaiologou, I., (Ed) (2012) *Ethical Practice in Early Childhood*, London: SAGE.

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Some of her recent selected papers include:

Male, T., and Palaiologou, I., (2015) Pedagogical leadership in the 21st century, in *Educational Management Administration and Leadership*, vol 43 (2), pp 214-231. (DOI 10.1177/1741143213494889).

Feldges, T., Male, T., Palaiologou, I., and Burwood, S., (2015) The Quest to Re-energise Academic Staff in an Age of Performativity, in *Educational Futures*, vol 7 (1), pp 1-15.

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Palaiologou, I., (2014) Children Under Five and Digital Technologies: Implication for Early Years Pedagogy, in *The European Early Childhood Research Journal*, vol 24 (1) (printed copy publication 2016) (DOI:10.1080/1350293X.2014.929876).

Palaiologou, I., (2014) “Do we hear what children want to say?” Ethical Praxis when choosing research tools with children under five, in *Early Child Development and Care* , vol 184 (5), pp 689-705 (DOI: 10.1080/03004430.2013.809341)

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You can find Ioanna:

<http://www.canteduserv.com/dr-ioanna-palaiologou.html>

TWITTER: @IPalaiologou

EMAIL: ioannapad@icloud.com

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