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Insights for engaging families as the first mathematics educators of children.

Phillipson, Sivanes (ed.) et al., Engaging families as children's first mathematics educators. International perspectives. Singapore: Springer (ISBN 978-981-10-2551-8/hbk; 978-981-10-2553-2/ebook). Early Mathematics Learning and Development, 249-261 (2017).

Summary: This final chapter provides a synthesis of the research and scholarship presented by the 26 contributing authors about the nature and focus of actions that early years educators and professionals can take as part of their work to engage families in supporting the mathematics learning of their very young children. Each chapter contributed to one of three organising themes: Key foci and pedagogical actions that support young children's mathematics learning; Home interactions and learning experiences that support early mathematical learning; and Family and educator partnerships that support early mathematical learning. The authors of each chapter explored and highlighted the critical role that parents play in their children's mathematics learning and collectively provide insight into the factors that support or constrain parents in this role. They also described the impact and effectiveness of interventions that were designed to support parents as the first mathematics educators of children, and made recommendations for future initiatives and research. A list of 11 statements is presented that can be used to guide parents about the type of experiences that support young children's mathematics learning.

Classification: C31 C61 D41 D20

Keywords: key foci; pedagogical actions; home interactions; family and educator partnerships

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