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*Children are already  
learning at birth, and  
they develop and learn at  
a rapid pace in their*

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*early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for*

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*their health, development,  
and learning. Despite the  
fact that they share the  
same objective - to  
nurture young children and  
secure their future  
success - the various*

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*practitioners who  
contribute to the care and  
the education of children  
from birth through age 8  
are not acknowledged as a  
workforce unified by the  
common knowledge and*

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*competencies needed to do  
their jobs well.*

*Transforming the Workforce  
for Children Birth Through  
Age 8 explores the science  
of child development,  
particularly looking at*

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*implications for the  
professionals who work  
with children. This report  
examines the current  
capacities and practices  
of the workforce, the  
settings in which they*

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*work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these*

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*systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These*



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*detailed recommendations  
create a blueprint for  
action that builds on a  
unifying foundation of  
child development and  
early learning, shared  
knowledge and competencies*

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*for care and education  
professionals, and  
principles for effective  
professional learning.  
Young children thrive and  
learn best when they have  
secure, positive*

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*relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress.*  
*Transforming the Workforce*

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*for Children Birth Through  
Age 8 offers guidance on  
system changes to improve  
the quality of  
professional practice,  
specific actions to  
improve professional*

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*learning systems and  
workforce development, and  
research to continue to  
build the knowledge base  
in ways that will directly  
advance and inform future  
actions. The*

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*recommendations of this  
book provide an  
opportunity to improve the  
quality of the care and  
the education that  
children receive, and  
ultimately improve*

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*outcomes for children.  
Covering the theory of  
computation, information  
and communications, the  
physical aspects of  
computation, and the  
physical limits of*

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*computers, this text is  
based on the notes taken  
by one of its editors,  
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*2012, at Louisiana State University in May 2013, and at University of Georgia in May 2014. Some of the articles by experts in the field survey recent developments while others*

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pattern of examination papers of numerous universities. Some prominent additions are given below:

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