# DEVELOPING SELF AND SELF-CONCEPTS IN EARLY CHILDHOOD EDUCATION AND BEYOND

### DEVELOPING SELF AND SELF-CONCEPTS IN EARLY CHILDHOOD EDUCATION AND BEYOND

### BRIDIE RABAN

Honorary Professorial Fellow Melbourne Graduate School of Education Australia



United Kingdom – North America – Japan – India Malaysia – China Emerald Publishing Limited Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

© 2020 Bridie Raban Published under exclusive licence by Emerald Publishing Limited

#### Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

#### British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83982-843-0 (Print) ISBN: 978-1-83982-840-9 (Online) ISBN: 978-1-83982-842-3 (Epub)



ISOQAR certified Management System, awarded to Emerald for adherence to Environmental standard ISO 14001:2004.

Certificate Number 1985 ISO 14001



My gratitude to Mary Merlin for her unswerving support and belief in my work, and Dean, my husband, for his patience. Others have supported me throughout my time focussing on the early childhood years – Christine Ure, Andrea Nolan, Amelia Lee, Tricia David, Iram Siraj, Marilyn Fleer, Sue Thomas, Anna Kilderry, Suzannie Leung, Manjula Waniganayake, Jan Deans and members, over the years, of the Melbourne Graduate School of Education, Early Childhood Studies team. To all these colleagues, I also express my gratitude.

# CONTENTS

Ac	knowledgement	i×
Intr	roduction	1
Se	ction 1	
1.	Research Findings Concerning Mothers and Infants	7
2.	The Psychodynamic Perspective on the Mother–Child Relationship	17
3.	Self as the Object of Knowledge – But Who Knows?	27
4.	The World of Other Persons	37
5.	Communication and Learning – Implications for the Children and Their Teachers	49
Se	ction 2	
6.	Basis for the Observation of Four Children	61
7.	Descriptive Analysis of Personal Interaction Styles within the Home	69
8.	Observations of Each Child during Their First Term in School	97
9.	Retrospect	111
References		115
Index		125

### **ACKNOWLEDGEMENT**

I thank the University of Bristol who has granted permission to draw on the longitudinal research data included in this monograph.