

Ethics Ethics A Critical Analysis For Children

Ethical and Inclusive Research with Children

Roseanna Bourke 2020-04-02 The imperative to include children and young people in educational research, and in more participative ways, is educationally important when exploring policy and practice contexts. It is also critical to recognise that children have the right to contribute to debates, and can express their views through educational research, on matters that affect them. However, the freedom to research alongside young people is only afforded if we continue to unmask the illusion that well-intentioned research is always ethical. This book presents an international set of storied experiences, where researchers have been challenged and have changed the way they think, incorporating and exploring ethics in research. The contributors highlight the ethical dilemmas that can arise when children and young people are included in research agendas, and their reflexive approaches to these dilemmas include being responsive to the cultural, political and social contexts of the lives of the children and developing child-friendly research approaches to ensure their 'voice' is accessed in multiple ways. These solution-focused and local approaches facilitate a more ethical, deliberative process where the establishment of trust is central to an ethical engagement with young people and their families and where the explication of ethical dilemmas can improve research practice. This book is a critical resource for researchers and practitioners researching with and alongside children and young people. This book was originally published as a special issue of the International Journal of Inclusive Education.

Ethical Practice in Early Childhood

Ioanna Palaiologou 2012-07-25 Ethical considerations are raising new questions about the involvement and participation of children in research. By considering the ethical issues that can arise when working with and doing research with young children from birth to five years, this book examines a wide range of topics including: - involving young children in research - informed

consent - research tools with children under five - researching children with special needs - researching vulnerable groups - researching other cultures - multi-agency working - loss and bereavement - ethical practices when studying early childhood - safe-guarding young children - inspection - ethics and leadership Examples from education, health and social work are examined, and there are chapter overviews, activities, case studies, points for discussion and recommendations for further reading and useful Websites in each chapter; which help to engage the reader and facilitate critical thinking and reflective practice. This is a comprehensive guide to a developing field for the early years student and practitioner.

The Ethics of Research with Children and Young People

Priscilla Alderson 2011-02-09 Ethical questions are at the centre of research with children and young people. This clear and practical text informs students and researchers about the relevant laws and guidelines and current debates in research ethics. Priscilla Alderson and Virginia Morrow cover ethics at every stage of research, and with all kinds of young research participants, particularly those who are vulnerable or neglected. They break down the process of research into ten stages, each with its own set of related questions and problems, and they show how these need to be addressed. This practical book is essential reading for anyone who conducts or reviews research with children or young people. Priscilla Alderson is Emerita Professor of Childhood Studies at the Institute of Education University of London. Virginia Morrow is Senior Research Officer in the Department of International Development, University of Oxford.

Ethical Practice in Child and Adolescent Analysis and Psychotherapy

Anita G. Schmukler 2012 Ethical Practice in Child and Adolescent Analysis and Psychotherapy addresses core issues in ethical practice in working with children and their parents, with attention to unconscious motives and defenses that render the therapist most vulnerable to ethical lapses.

Ethics and the Early Childhood Educator

Stephanie Feeney 2018 "New foreword by Rhian Evans Allvin"--Cover.

Ethical Issues in Child Abuse Research

Katherine Guttman 2018-10-26 This book serves as a comprehensive resource for researchers and regulatory bodies working to establish sound evidence bases through research for the care of children and families affected by abuse. Issues such as consent, anonymous research, and how to interface with the legal system in terms of disclosure and sharing of results are discussed in depth. Ethical Issues in Child Abuse Research also provides insights into questions of ethics in animal research, perpetrator and retrospective research, and balances the necessity of collecting this valuable information while protecting vulnerable populations, and respecting their privacy while interacting in a complex legal system. With input from many leaders in child abuse research, this book fills a critical need, providing readers with a pathway to apply these principles of ethics to their own research in this challenging field.

Persons, Moral Worth, and Embryos

Stephen Napier 2011-06-21 "Bioethicists have achieved consensus on two ideas pertaining to beginning of life issues: (1) persons are those beings capable of higher-order cognition, or self-consciousness, and (2) it is impermissible to kill only persons. As a consequence, a consensus is reached regarding the permissibility of both destroying human embryos for research purposes and abortion. The present collection aims to interact critically with this consensus. Authors address various aspects of this 'orthodoxy'. Issues discussed include: theories of personhood and in particular the role of thought experiments used in support of such theories; the notion of an intrinsic potential and the moral relevance of having one; new formulations of the virtue argument against abortion rights; four-dimensionalism and abortion; the notion of moral status and who (or what) has it; scientific accounts of what a human being is, as well as addressing empirical evidence of fetal consciousness; and analysis of the public policy implications given the epistemic status of pro-choice arguments. Given the issues discussed and that the arguments in critical focus are fairly new, the collection provides a novel,

comprehensive, and rigorous analysis of contemporary pro-choice arguments."

Conceptions of Childhood and Moral Education in Philosophy for Children Dina Mendonça

2022-01-11 Philosophy for Children (P4C) has long been considered as crucial for children's ethical and moral education and a decisive contribution for education for the democratic life. The book gathers contributions from experts in the field who reflect on fundamental issues on how childhood and ethics are interrelated within the P4C movement. The main interest of this volume is to offer an understanding of how different philosophical conceptions of childhood can be coordinated with different ethical and meta-ethical philosophical considerations in P4C addressing topics such as P4C and relativism, P4C and Virtue ethics, ethics and emotions in P4C, philosophical commitments and P4C application, and Socratic practice within a pragmatist framework. A thought-provoking collection about how assumptions of particular philosophical conceptions of childhood modify moral and ethical education and a testimony of the undeniable contribution of P4C for moral education and reconceptualization of childhood. [Ethical and Philosophical Aspects of Nursing Children and Young People](#) Gosia M.

Brykczynska 2011-01-19 Nurses and healthcare professionals are constantly faced with ethical and philosophical dilemmas when working with children in everyday practice. *Ethical and Philosophical Aspects of Nursing Children and Young People* is a comprehensive text on the ethics and philosophy behind paediatric nursing that reflects the contemporary issues encountered while working with children and young people. The title provides a philosophical and historical analysis of the subject, looking at a review of sociological and political theories concerning the nature of childhood, and providing a critical analysis of contemporary notions about childhood. It then goes on to look at moral theories and their application to paediatric nursing practice, ethical issues when caring for children of all ages, from infancy to adolescence. It considers issues of disabled children, confidentiality, mental health issues, children's rights, and pain management. With case studies and activities throughout, this book will enable students and newly qualified nurses

both to understand philosophical concepts and issues but also to articulate their own reflections and observations on these subjects. Written by children's nurses for children's nurses With contributions from internationally recognised experts in the field Reflective scenarios, further reading, extensive referencing, case studies, guided questions, and resources throughout Includes appendices on the RCPCH Guidelines on Withdrawal of Treatment, the ICN Ethical Code, the Summary of the UNCRC, and the RCPCH Guidelines for the Conduct of Ethical Research

Family Values and Social Justice Andrée-Anne Cormier 2020-04-28 In making the argument for the remedy of inequality, contemporary political philosophers often emphasize the arbitrariness of disadvantage, stressing how one's lot in life is to a significant extent determined by the circumstances of one's birth, that is, in which family, and in what part of the world. In the latter instance, people differ in how well they live in a large part because of their context in the global order. But equally important for a person's chances in life is the family that raises her (if the person is lucky enough to have a family in the first place). In *Family Values: the Ethics of Parent-Child Relationships*, Harry Brighouse and Adam Swift provide a systematic analysis of the morality and politics of the family, exploring why families are valuable, whether people have a right to parent, what rights and duties parents have, and, in particular, what rights children have that may constrain the rights of their parents. The essays in this volume assess Brighouse and Swift's contribution, taking up a number of controversial issues about autonomy, human flourishing, parental rights, and indeed the nature of childhood itself. Contributors offer a range of arguments, some challenging, others complementing, of Brighouse and Swift's account of the ethics of parent-child relationships. The chapters in this book were originally published in a special issue in the *Critical Review of International Social and Political Philosophy*.

Ethics and Research with Children Eric Kodish 2005-03-10 In this edited volume, a diverse group of scholars present and discuss challenging cases in the field of pediatric research ethics. After years of debate and

controversy, fundamental questions about the morality of pediatric research persist: Is it ever permissible to use a child as a means to an end? How much authority should parents have over decisions about research that involves young children? What should be the role of the older child in decisions about research participation? How do the dynamics of hope and desperation influence decisions about research involving dying children? Should children or their parents be paid for participation in research? What about economic incentives for doctors, researchers and the pharmaceutical industry? Most importantly, how can the twin goals of access to the benefits of clinical research and protection from research risk be reconciled? Following an introductory overview by editor Eric David Kodish, the book is divided into three sections of case studies: Research Involving Healthy Children, Research Involving At Risk Children, and Research Involving Children with Serious Illness. Each case raises compelling ethical issues, and the analysis presented in each chapter illuminate the challenges posed across a wide spectrum of both research protocols and stories of individual case-based approach, this book provides a balanced and through account of the enduring dilemmas that arise when children become research subjects. *Philosophy in Children's Literature* Peter R. Costello 2012 This book allows philosophers, literary theorists, and education specialists to come together to offer a series of readings on works of children's literature. Each of their readings is focused on pairing a particular, popular picture book or a chapter book with philosophical texts or themes. The book has three sections--the first, on picturebooks; the second, on chapter books; and the third, on two sets of paired readings of two very popular picturebooks. By means of its three sections, the book sets forth as its goal to show how philosophy can be helpful in reappraising books aimed at children from early childhood on. Particularly in the third section, the book emphasizes how philosophy can help to multiply the type of interpretative stances that are possible when readers listen again to what they thought they knew so well. The kinds of questions this book raises are the following: How are children's books already anticipating or

articulating philosophical problems and discussions? How does children's literature work by means of philosophical puzzles or language games? What do children's books reveal about the existential situation the child reader faces? In posing and answering these kinds of questions, the readings within the book thus intersect with recent, developing scholarship in children's literature studies as well as in the psychology and philosophy of childhood.

Children As Research Subjects : Science, Ethics, and Law Program in Medical Ethics Michael A. Grodin Director 1994-02-08 Is using children as research subjects ever justified? Are there limits to such use? Does the fact that children are medically and psychosocially different from adults have implications for research? What can we learn from the history of the use and abuse of children as research subjects? Do parents have the authority to volunteer their children for research projects? How should children participate in the decision to be involved in research? How should research risks be assessed and balanced? These perplexing questions and others are addressed by a distinguished group of experts in the field of biomedical and behavioral research with children. This book adopts an integrated multidisciplinary approach which uses science, ethics, and law as guides for exploring these most difficult issues. The tension between acquiring important new knowledge and fulfilling the obligation to protect children from exploitation and harm is a recurring theme. As the first book to be devoted solely to the science, ethics, and law of research with children, it is an indispensable resource to physicians, psychologists, educators, lawyers, ethicists, Institutional Review Board members, child advocates and others involved in performing or reviewing research with children.

Ethics and the Endangerment of Children's Bodies Gunter Graf 2016-11-30 This book addresses the endangerment of children's bodies in affluent societies. Bodily integrity is an important part of a child's physical and mental well-being, but it can also be violated through various threats during childhood; not only affecting physical health but also causing mental damage and leading to distortions in the development of the self. The authors give an

account of three areas, which present different serious dangers: (1) body and eating, (2) body and sexuality, and (3) body and violence. Through an in-depth examination of the available theoretical and empirical knowledge, as well as a thorough ethical analysis, the central injustices in the mentioned areas are identified and the agents with responsibilities towards children displayed. The authors conclude by providing invaluable insight into the necessity of an ethical basis for policies to safeguard children and their bodies.

Ethics, Sexual Orientation, and Choices about Children Timothy F. Murphy 2012-10-05 A critical review of the debate over the still-hypothetical possibility of prenatal intervention by parents to select the sexual orientation of their children. Parents routinely turn to prenatal testing to screen for genetic or chromosomal disorders or to learn their child's sex. What if they could use similar prenatal interventions to learn (or change) their child's sexual orientation? Bioethicists have debated the moral implications of this still-hypothetical possibility for several decades. Some commentators fear that any scientific efforts to understand the origins of homosexuality could mean the end of gay and lesbian people, if parents shy away from having homosexual children. Others defend parents' rights to choose the traits of their children in general and see no reason to treat sexual orientation differently. In this book, Timothy Murphy traces the controversy over prenatal selection of sexual orientation, offering a critical review of the literature and presenting his own argument in favor of parents' reproductive liberty. Arguing against commentators who want to restrict the scientific study of sexual orientation or technologies that emerge from that study, Murphy proposes a defense of parents' right to choose. This, he argues, is the only view that helps protect children from hurtful family environments, that is consistent with the increasing powers of prenatal interventions, and that respects human futures as something other than accidents of the genetic lottery.

Critical paediatric bioethics and the treatment of short stature Maria Cristina Murano 2019-03-27 Several studies have argued that there is a correlation between short stature and negative

experiences and characteristics, such as social discrimination, economic disadvantage, health problems (especially for men). The idea that short men have a disadvantage in social interactions and in partner choices is also widespread in popular culture and common knowledge. It is now possible to use recombinant human growth hormone (hGH) to treat children with idiopathic short stature (ISS), namely children who are shorter than average for unknown medical reasons. Critics argue that there is a lack of evidence of both psychological distress caused by short stature and the efficacy of the treatment in increasing children's well-being. This controversy is reflected in international drug evaluations: while the Food and Drug Administration (FDA) in the US granted marketing authorisation for hGH for children with ISS in 2003, the European Medicines Agency (EMA) refused it in 2007. The research presented here had two aims: first, to identify and analyse the norms, values and assumptions about short stature and the use of hGH treatment for children with ISS, found within sociocultural, philosophical and regulatory discussions of these, and within narrated lived experiences of short stature. Second, to critically and reflectively discuss how these analyses contribute to bioethical debates on the use of hGH treatment for children with ISS. It employs what it calls a critical paediatric bioethics theoretical approach, which deems as important to carefully analyse different reasoning, conceptualisations and arguments around the object of study, through a self-reflective analysis that is also sceptical about other forms of problematisation, and that combines philosophical analyses while being open to social implications and drawing upon empirical methods. The first article proposes a critical understanding of medicalisation as both a concept and a phenomenon, and explores what insights such critical understanding brings to ethical discussions about hGH for ISS. It argues that three main ethical issues concern the medicalisation of short stature: the downplayed role of the qualitative dimension of short stature, the justification of the treatment (as sometimes based on uncritically assumed social beliefs and unrealistic parental expectations), and possible misconduct of stakeholders. The second article

examines the arguments for and against granting marketing authorisation of hGH treatment for the indication of ISS presented in selected FDA and EMA documents. It combines argumentative analysis with an approach to policy analysis called 'what's the problem represented to be' and focuses on underlying assumptions and presuppositions about short stature and hGH treatment for ISS. It then discusses these arguments through the relational, experiential and cultural understandings of disability, and argues that the choice about whether to give hGH is not merely a choice based on efficacy and safety, but requires an examination of the values that we transmit by that choice. The third article examines how and why attendance to lived experiences of height is needed in bioethical and biomedical discussions of hGH treatment for children with ISS. It first describes what it defines as the 'problem-oriented' approach to the debate about hGH treatment for children with ISS. It then offers a sociophenomenological analysis of whether and, if so, when and how, height matters to the interviewed people in the Netherlands who are shorter than average without any known medical reasons. The sociophenomenological analysis shows the richness of meanings of lived experiences of short stature that cannot be captured by the problem-oriented approach, and suggests complementing clinical practices with narrative approaches. This research contributes to the ethical debate about using hGH for children with ISS, setting a critical gaze onto the social perception of short stature, highlighting some ethical challenges met by stakeholders involved at different levels (such as families, medical professionals and policy makers), and providing new insights into how to address these ethical issues. It is, therefore, of interest to stakeholders, bioethicists and lay people willing to explore alternative ways to address such bioethical dilemmas, and other paediatric interventions that aim to normalise children's bodily characteristics.

Moral Equality, Bioethics, and the Child Claudia Wiesemann 2016-08-18 Presenting real life cases from clinical practice, this book claims that children can be conceived of as moral equals without ignoring the fact that they still

are children and in need of strong family relationships. Drawing upon recent advances in childhood studies and its key feature, the 'agentic child', it uncovers the ideology of adultism which has seeped into much what has been written about childhood ethics. However, this book also critically examines those positions that do accord moral equality to children but on grounds not strong enough to support their claim. It lays the groundwork for a theory of moral equality by assessing the concepts of parenthood, family, best interest, paternalism, and, above all, autonomy and trust which are so important in envisioning what we owe the child. It does not only show how children - like adults - should be considered moral agents from infancy but also how ethical theories addressing adults can significantly profit from recognizing this. The analysis takes into account contributions from European as well as American scholars and makes use of a wide range of ethical, psychological, cultural, and social-scientific research.

Ethical and Methodological Issues in Researching Young Language Learners in School Contexts Annamaria Pinter 2021-05-10 This book focuses on ethical and methodological issues faced by researchers working with young language learners in formal school contexts. It uncovers and explicitly discusses a range of ethical dilemmas, challenges and experiences that researchers have encountered and grappled with, in studies of all kinds from large scale, experimental studies to ethnographic studies focused on just a handful of children. The chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a complex form in child-focused research, requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school-based experiences. The book comprises three sections, with the first part focused on involving children as active participants in research; part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children. The book includes a critical discussion of the opportunities and

challenges associated with applying the UNCRC (1989) document in second language research with children which will be of use to any researcher working in this area.

Ethical Research With Children Farrell, Ann 2005-11-01 This book focuses on doing ethical research with children in today's climate of increased globalization, surveillance and awareness of children as competent research participants. It covers a range of conceptual, methodological and procedural issues, and provides a framework for doing ethical research with children.

Pediatric Ethics Alan R. Fleischman M.D. 2016-08-08 This book examines the many ethical issues related to health and health care in children. It describes the field of Pediatric ethics, a unique and important aspect of the discipline of bioethics, the study of moral conduct in health care and the rational process for determining the best course of action in the face of conflicting choices. The book begins with an exploration of what it means to be a child in America and the unique kinship relationships and obligations engendered by the decision of parents to have a child, and it examines ethical principles and professional obligations related to the care of children. Each of the chapters in the book focuses on important ethical concerns. It begins with ethical issues in creating babies using reproductive technologies, and then continues with an analysis of the ethical issues in labor and delivery of a child. The book continues with an in depth analysis of the many hard choices faced by families and clinicians in the care of critically ill neonates, and then goes on to describe current controversies in caring for older children who are dying and their families, as well as ethical issues concerning adolescents, research ethics as it relates to children, issues concerning genetic testing, screening and biobanking, and surgical and medical enhancement of children. Each chapter has case examples to illustrate the real life concerns of patients, families and clinicians. The book is intended for students in pediatrics and ethics, as well as for practicing clinicians, and interested families.

Doing Ethical Research With Children Harcourt, Deborah 2012-08-01 "Doing Ethical Research with Children is an invaluable resource

for all student and practitioner-researchers who wish to honour children as active agents and significant voices in research. The book guides the reader through the processes of ethical research with (not on!) children, positioning the child as competent and capable. It includes practical guidance and examples of research so that issues that may emerge during a research project can be anticipated. My advice is - do not embark on an Early Years research project before reading it!" Lyn Trodd, Chair of the National Sector-Endorsed Foundation Degree in Early Years Network (SEFDEY), University of Hertfordshire, UK "Doing Ethical Research with Children provides an invaluable guide to understanding and managing the ethical implications of research projects with children. The highly accessible format includes useful case-study examples, questions and checklists and the four-phased approach supports the reader to reflect on ethical considerations at every stage of the research process. This book is a welcome and essential resource that positions ethical perspectives at the heart of research activity with children." Shirley Allen, Senior Lecturer Early Childhood Studies, Middlesex University, UK "This is an admirably clear and well-structured book that will be invaluable for anyone serious about research with children. The authors write from long experience, and provide a very helpful 'step by step' guide that is always underpinned by deeply principled, insightful considerations that exemplify good practice and respect for children. The use of real examples along with the authors' questions, invite the reader to reflect on their own thinking and actions, and the extensive checklists and sample documentation provide clear guidance that will be a valuable support for students and their supervisors, researchers, and practitioners alike. I look forward to making good use of this book in my own work and in my work with students of early childhood." Sue Robson, Principal Lecturer, Subject Leader for Early Childhood Studies University of Roehampton, London, UK This book provides a step-by-step guide to approaching your research project and will support you in developing, conducting and disseminating research relating to children and childhood with an ethical imperative. Doing Ethical Research with Children will help you

focus and identify many of the key issues surrounding research with children. The book presents an overview of both contemporary and traditional perspectives relating to child related research practices. The authors combine relevant theoretical and practical information, offering a guide to the essential elements for conducting ethical research with children. You are prompted to consider and systematically address these elements, with the help of: Real world 'points to ponder', offering unique insights 'Over to you' reflection activities Case studies considering ethical dilemmas Written specifically as a guide and reflection tool for beginning researchers studying early years and childhood, the book follows the research journey from conceptualisation to dissemination and looks at the unique considerations for research involving children.

Ethics Without Intention Ezio Di Nucci

2014-10-23 A critical analysis of double effect and its most common ethical and political applications such as collateral damage, palliative care, and the trolley problem

New Perspectives on Young Children's Moral Education Tony Eaude

2016 What is moral education? How do young children learn to act and interact appropriately? How do we enable children to recognise that how they act and interact matters? How can character, virtues and value help young children internalise qualities associated with living 'a good life'? Challenging many current assumptions about ethics and education, Tony Eaude suggests that a moral dimension runs through every aspect of life and that ethics involves learning to act and interact appropriately, based on an 'ethic of care' and enduring qualities and attributes, to equip children to resist strong external pressures.

Working Ethically in Child Protection Bob

Lonne 2015-08-20 In their day-to-day practice, social work and human services practitioners frequently find themselves in confusing ethical quandaries, trying to balance the numerous competing interests of protecting children from harm and promoting family and community capacity. This book explores the ethical issues surrounding child protection interventions and offers a process-oriented approach to ethical practice and decision making in child protection

and family welfare practice. Its aim is to prepare students and early-career professionals for roles in the complex and challenging work of child protection and family support. Beginning with a critical analysis and appreciation of the diverse organisational and cultural contexts of contemporary child protection and ethical decision-making frameworks, the authors outline a practical 'real-world' model for reshaping frontline ethical practice. Moving away from a focus on the child apart from the family, the authors recognise that child safeguarding affects the lives, not just of children, but also of parents, grandparents and communities. Working Ethically in Child Protection eschews dominant rational-technical models for relational ones that are value centred and focus on family well-being as a whole. Rather than a single focus on assessing risk and diagnosing deficit, this book recognises that our child protection systems bear down disproportionately on those from disadvantaged and marginalised communities and argues that what is needed is real support and practical assistance for poor and vulnerable parents and children. It uses real-world case examples to illustrate the relevant ethical and practice principles, and ways in which students and practitioners can practise ethically when dealing with complex, multi-faceted issues.

Ethics, Conflict and Medical Treatment for Children E-Book Dominic Wilkinson 2018-08-05

What should happen when doctors and parents disagree about what would be best for a child? When should courts become involved? Should life support be stopped against parents' wishes? The case of Charlie Gard, reached global attention in 2017. It led to widespread debate about the ethics of disagreements between doctors and parents, about the place of the law in such disputes, and about the variation in approach between different parts of the world. In this book, medical ethicists Dominic Wilkinson and Julian Savulescu critically examine the ethical questions at the heart of disputes about medical treatment for children. They use the Gard case as a springboard to a wider discussion about the rights of parents, the harms of treatment, and the vital issue of limited resources. They discuss other prominent UK and international cases of disagreement and conflict. From opposite sides of the debate Wilkinson and

Savulescu provocatively outline the strongest arguments in favour of and against treatment. They analyse some of the distinctive and challenging features of treatment disputes in the 21st century and argue that disagreement about controversial ethical questions is both inevitable and desirable. They outline a series of lessons from the Gard case and propose a radical new 'dissensus' framework for future cases of disagreement. This new book critically examines the core ethical questions at the heart of disputes about medical treatment for children. The contents review prominent cases of disagreement from the UK and internationally and analyse some of the distinctive and challenging features around treatment disputes in the 21st century. The book proposes a radical new framework for future cases of disagreement around the care of gravely ill people.

Children's Literature: A Very Short

Introduction Kimberley Reynolds 2011-10-06

Children's literature takes many forms - works adapted for children in antiquity, picture books and pop-ups - and now includes the latest online games and eBooks. This vast and amorphous subject is both intimately related to other areas of literary and cultural investigation but also has its own set of concerns, issues and challenges. From familiar authors including Beatrix Potter and Roald Dahl, classic books such as *Pooh*, *Alice in Wonderland*, and *The Secret Garden*, to modern works including *Harry Potter* and the *Twilight* series, this Very Short Introduction provides an overview of the history of children's literature as it has developed in English, whilst at the same time introducing key debates, developments, and figures in the field. Raising questions about what shape the future of literature for children should take, and exploring the crossover with adult fiction, Reynolds shows that writing for children - whether on page or screen - has participated in shaping and directing ideas about culture, society and childhood. ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics

highly readable.

Human Rights in Youth Sport Paulo David
2004-11-10 The human rights of children have been recognized in the 1989 UN Convention on the Rights of the Child, and ratified by 192 countries. Paulo David's work makes it clear, however, that too often competitive sport fails to recognize the value of respect for international child rights norms and standards." "Human Rights in Youth Sport offers critical analysis of some very real problems within youth sport and argues that the future development of sport depends on the creation of a child-centred sport system." A critical analysis of some very real problems within youth sport and argues that the future development of sport depends on the creation of a child-centred sport system.

Good Kids, Tough Choices Rushworth M. Kidder
2010-09-27 A practical analysis and inspiring guide for teaching kids "ethical fitness" Parents are beginning to realize that deficiencies in ethics and character are becoming a big problem among our nation's children. According to the latest data, lying, cheating, and rampant insensitivity to other people are increasingly common. What can parents do? In this book, ethics expert Rushworth Kidder shows how to customize interventions to a child's age and temperament. He encourages parents not to give up, since what they do can always make a difference, regardless of how long or deep the bad habits of dishonesty may be. Encourages parents to intervene early and re-establish children on the right course Explores the keys to ethical behavior: honesty, responsibility, respect, fairness, and compassion All of Kidder's practical advice is based on the latest psychological and neuroscientific research about how kids develop character and learn what's right and wrong.

Ethics 101 Michael Parker 2013-03 "The main place children learn basic morals and ethics is from their parents at home. Ethics 101 conversations to have with your kids prompts discussion by posing 101 ethical questions and their logical progressions. It also flips to offer kids the chance to start a conversation with their parents. A guidebook every family needs to navigate their world with thought, reflection and understanding - to live an ethical life."--Inside front cover.

Ethics Warren A. Shibles 1978 Defines ethics, describes ethical terms and the ways in which they are used and misused, and suggests how to solve ethical questions.

Ethics and Children's Literature Dr Claudia Mills
2014-11-28 Exploring the ethical questions posed by, in, and about children's literature, this collection examines the way texts intended for children raise questions of value, depict the moral development of their characters, and call into attention shared moral presuppositions. The essays in Part I look at various past attempts at conveying moral messages to children and interrogate their underlying assumptions. What visions of childhood were conveyed by explicit attempts to cultivate specific virtues in children? What unstated cultural assumptions were expressed by growing resistance to didacticism? How should we prepare children to respond to racism in their books and in their society? Part II takes up the ethical orientations of various classic and contemporary texts, including 'prosaic ethics' in the Hundred Acre Wood, moral discernment in Narnia, ethical recognition in the distant worlds traversed by L'Engle, and virtuous transgression in recent Anglo-American children's literature and in the emerging children's literature of 1960s Taiwan. Part III's essays engage in ethical criticism of arguably problematic messages about our relationship to nonhuman animals, about war, and about prejudice. The final section considers how we respond to children's literature with ethically focused essays exploring a range of ways in which child readers and adult authorities react to children's literature. Even as children's literature has evolved in opposition to its origins in didactic Sunday school tracts and moralizing fables, authors, parents, librarians, and scholars remain sensitive to the values conveyed to children through the texts they choose to share with them.

Pediatric Ethics: Theory and Practice Nico Nortjé 2021-12-01 This book assists health care providers to understand the specific interplay of the roles and relationships currently forming the debates in pediatric clinical ethics. It builds on the fact that, unlike adult medical ethics, pediatric ethics begins within an acutely and powerfully experienced dynamic of patient-family-state-physician relationship. The book

provides a unique perspective as it interacts with established approaches as well as recent developments in pediatric ethics theory, and then explores these developments further through cases. The book first focuses on setting the stage by introducing a theoretical framework and elaborating how pediatric ethics differ from non-pediatric ethics. It approaches different theoretical frameworks in a critical manner drawing on their strengths and weaknesses. It helps the reader in developing an ability to engage in ethical reasoning and moral deliberation in order to focus on the wellbeing of the child as the main participant in the ethical deliberation, as well as to be able to identify the child's moral claims. The second section of the book focuses on the practical application of these theoretical frameworks and discusses specific areas pertaining to decision-making. These are: the critically ill child, new and enduring ethical controversies, and social justice at large, the latter of which includes looking at the child's place in society, access to healthcare, social determinants of health, and vaccinations. With the dynamic changes and challenges pediatric care faces across the globe, as well as the changing face of new technologies, no professional working in the field of pediatrics can afford not to take due note of this resource.

Resources in Education 1994-11

Standing Up for Something Every Day Beatrice S. Fennimore 2014 Standing Up for Something Every Day is written for present and future teachers in the early childhood classroom who truly want to make a difference in the lives of children. Exploring some of the most complex and pressing social and ethical dilemmas confronting early childhood educators, the author provides concrete ways of addressing social justice concerns in practice. Four model teacher-guides accompany readers from chapter to chapter, and demonstrate strategies for standing up for children through ethics, respect for diversity, and commitment to advocacy for children. This book offers important insights, encouragement, and practical suggestions to early childhood educators who are committed to excellence and equity in their classrooms. "In short, this is a book for all who are committed to improving early care and education from the ground up. It is not just for those who already

call themselves advocates, but is especially for teachers who may be encouraged through these pages to engage, question, reflect, and act, patiently taking small steps with the resources and support that Fennimore clearly offers. This is a book that informs us about advocacy on many levels, and, most importantly, it invites and inspires us to stand up and act." —From the foreword by Celia Genishi, Professor Emerita of Education, Department of Curriculum & Teaching, Teachers College, Columbia University

Book Features: A focus on classroom life, including relationships with administrators, colleagues, and families. Guidance for following the NAEYC Code of Ethics. Questions for discussion and practical ideas for getting started. Teacher-guides for working in different settings: rural, suburban, and urban. Beatrice S. Fennimore is a professor of education at Indiana University of Pennsylvania in the Pennsylvania State System of Higher Education.

Ethics and Children's Literature Claudia Mills 2014

Ethics and Children's Literature Claudia Mills 2016-05-13 Exploring the ethical questions posed by, in, and about children's literature, this collection examines the way texts intended for children raise questions of value, depict the moral development of their characters, and call into attention shared moral presuppositions. The essays in Part I look at various past attempts at conveying moral messages to children and interrogate their underlying assumptions. What visions of childhood were conveyed by explicit attempts to cultivate specific virtues in children? What unstated cultural assumptions were expressed by growing resistance to didacticism? How should we prepare children to respond to racism in their books and in their society? Part II takes up the ethical orientations of various classic and contemporary texts, including 'prosaic ethics' in the Hundred Acre Wood, moral discernment in Narnia, ethical recognition in the distant worlds traversed by L'Engle, and virtuous transgression in recent Anglo-American children's literature and in the emerging children's literature of 1960s Taiwan. Part III's essays engage in ethical criticism of arguably problematic messages about our relationship to nonhuman animals, about war, and about prejudice. The final section considers how we

respond to children's literature with ethically focused essays exploring a range of ways in which child readers and adult authorities react to children's literature. Even as children's literature has evolved in opposition to its origins in didactic Sunday school tracts and moralizing fables, authors, parents, librarians, and scholars remain sensitive to the values conveyed to children through the texts they choose to share with them.

Child Abuse, Family Rights, and the Child Protective System

Stephen M. Krason
2013-07-05 In *Child Abuse, Family Rights, and the Child Protective System: A Critical Analysis from Law, Ethics, and Catholic Social Teaching*, Stephen M. Krason gathers essays by leading scholars and practitioners to comment through the prism of Catholic social thought, on the plight afflicting American families and the role of the child protective system. Here readers will find critical essays on the deleterious effect of the 1974 passage of the Child Abuse Prevention and Treatment Act; assessments of current American policies on child abuse and neglect and the role of the CPS within the context of prevailing international human rights principles and Catholic social teaching; a survey of the enforcement of CPS policies from a legal and constitutional perspective; research data disputing the CPS principle that all parents are potential abusers and illustrating the greater prevalence of abuse and neglect in broken, "blended," and "untraditional" families; and arguments for poverty and unemployment as the prime culprits in the mistreatment of children. Also included are the amicus curiae briefs that the Society of Catholic Social Scientists submitted in two U.S. Supreme Court cases on parental rights, the CPS, and state control over the family.

Ethics in Child Health Michael D. Shields
2020-02-13 Should every child be vaccinated before being allowed to go to school? Should children be allowed to refuse medical treatment even if it might save their life? Does the fetus or unborn child have any rights? Is it acceptable for a child's family to demand an expensive treatment despite uncertain benefits? If you are a healthcare professional involved in the care of children, how would you even begin to approach these dilemmas? This book provides a unique

resource; it is a concise, practical case-based interactive workbook which will help the reader critically think about, and approach, ethical problems in child health. Its key features include an introduction to medical ethics in child health; a method to approach clinical ethical dilemmas; interactive case studies; and thought-provoking discussions. It will be particularly helpful for undergraduate medical and nursing students, post-graduate paediatric trainees, paediatric nurses and allied health professionals.

The Ethics of Protection Lincoln Rice 2023 In the US, Black children are twice as likely as white children to be removed from their parents and adopted out to strangers. The Ethics of Protection responds to this dire reality with a liberationist approach to child welfare ethics. This book reframes child welfare by centering the stories, challenges, failures, and victories of Black families.

The Ethics of Research with Children and Young People Priscilla Alderson 2020-07-27 A practical guide to carrying out ethical research with children and young people, this practical handbook examines the ethical questions that arise at each stage of research, from first plans to dissemination and impact. Illustrated with case studies from international and interdisciplinary research, it offers advice for addressing each ethical question, issue or uncertainty. Including: • A showcase of the best practice on a range of topics including data protection • Practical guidance for responding to recent global changes in policy and practice in ethics and law • Discussion of the challenges and opportunities of digital research with children The updated second edition continues to provide an excellent resource for those exploring the old, current and new consensus on the ethics of researching with children.

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