



Journeys

Reconceptualizing Early Childhood
Practices through Pedagogical Narration

Wynneia Parini-Ketchikawa, Phyllis Karamela,
Laurie Rucker, Tami Christ, and Alejandra Sanchez

Journeys Reconceptualizing Early Childhood Practices Through Pedagogical Narration

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Journeys Veronica Pacini-Ketchabaw, Fikile Nxumalo, Laurie Kocher, Enid Elliot, Alejandra Sanchez, 2015-01-01 Inspired by the idea of documentation as a valuable tool for making learning visible pedagogical narration offers an opportunity to move beyond checklists and quick answers to a more complex understanding of how children learn and how teachers might facilitate and support that learning in innovative ways The authors use stories they collected during a collaborative study to offer a range of possibilities for alternative childhood pedagogies Cutting edge yet practical detailed in its analysis yet inspiring this book is a boon to the field of early childhood and primary education studies *Journeys* Veronica Pacini-Ketchabaw, Fikile Nxumalo, Enid Elliott, Laurie Kocher, Alejandra Sanchez, 2014 Inspired by the idea of documentation as a valuable tool for making learning visible pedagogical narration offers an opportunity to move beyond checklists and quick answers to a more complex understanding of how children learn and how teachers might facilitate and support that learning in innovative ways The authors use stories they collected during a collaborative study to offer a range of possibilities for alternative childhood pedagogies Cutting edge yet practical detailed in its analysis yet inspiring this book is a boon to the field of early childhood and primary education studies **Pedagogical Documentation in Early Years Practice** Alma Fleet, Catherine Patterson, Janet Robertson, 2017-06-13 Pedagogical documentation is a vital method of assessing and observing young children and is a practice that enables practitioners families and children to learn alongside each other This book draws on the projects and experiences of senior researchers from nations including Australia Canada Sweden Singapore the UK and the USA to highlight multiple approaches to pedagogical documentation Topics explored include using video in pedagogical documentation making the most of outdoor learning environments developing pedagogical documentation within curriculum frameworks the relationship with Early Years transitions the potential of pedagogical documentation for leadership enactment The book offers guidance support and inspiration to practitioners and researchers on how to implement meaningful and sustainable child focused observation in early years contexts *Communities of Practice: Art, Play, and Aesthetics in Early Childhood* Christopher M. Schulte, Christine Marmé Thompson, 2018-01-08 Reflecting contemporary theory and research in early art education this volume offers a comprehensive introduction to new ways of thinking about the place of art play and aesthetics in the lives and education of young children Enlivened by narratives and illustrations 16 authors offer perspectives on the lived experience of being a child and discovering the excitement of making meaning and form in the process of art play and aesthetic inquiry *The Bloomsbury Handbook of Gender and Sexuality in Early Childhood* Jessica Prioletta, Adam Davies, Kylie Smith, 2025-06-12 Gender and sexuality are often problematically considered to be irrelevant to very young children This Handbook surveys challenges and advances the theories research approaches and practices around gender and sexuality in the early years and foregrounds early childhood as a crucial site for constructions and deconstructions around gender and sexuality The Handbook features chapters by

leading academics practitioners and policy makers based in Australia Canada India Indonesia South Africa the UK and the USA It covers a range of key critical theories methods and practices including engagements with post developmentalism feminist Black feminist queer and trans theories intersections with indigeneity race and class ethnography action research care ethics and sexual health The Handbook illuminates the importance of attending to gender and sexuality in the early childhood across various sites including in the classroom at home in policy and more The Early Childhood Educator Rachel Langford, Brooke Richardson, 2022-10-20 Across the globe the work of early childhood educators who are predominantly women is misunderstood underpaid and undervalued Perspectives on early childhood educators are highly contentious are they child development experts oppressed workers maternal substitutes technicians facilitators of early learning or something else This volume features chapter authors from Australia Canada Norway Sweden the USA and New Zealand examine a range of contemporary feminist theories in relation to the early childhood educator The feminist theories covered include materialist feminism poststructural feminism decolonizing feminisms posthumanist feminism new materialist feminism feminist ethics of care womanist feminism postcolonial feminism femme theory and feminist queer theory The editors of the volume offer an introduction and commentaries that explore solidarities and tensions between the feminisms to generate critical conversations about the work lived experiences and agency of early childhood educators The volume contributes to shifting understandings of the early childhood educator in the contexts of culture practice policy and politics

Reconsidering The Role of Play in Early Childhood Julie M. Nicholson, Debora B. Wisneski, 2020-05-11 Reconsidering the Role of Play in Early Childhood Towards Social Justice and Equity a compilation of current play research in early childhood education and care challenges disrupts and reexamines conventional perspectives on play By highlighting powerful and provocative studies from around the world that attend to the complexities and diverse contexts of children's play the issues of social justice and equity related to play are made visible This body of work is framed by the phenomenological viewpoint that presumes equity is best confronted and improved through developing an expanded understanding of play in its multiple variations and dimensions The play studies explore the potential and troubles of play in teaching and learning children's agency in play the actual spaces where children play and different perspectives of play based on identity and culture The editors invite readers to use the research as an inspiration to reconsider their conceptions of play and to take action to work for a world where all children have access to play This book was originally published as a special issue of Early Child Development and Care

Theorizing Feminist Ethics of Care in Early Childhood Practice Rachel Langford, 2019-06-13 This open access book responds to a growing academic interest in theorizing care and care work in the early childhood education and care ECEC sector The contributors theorize a new feminist ethics of care in everyday early childhood practice revealing its complexities and importance Drawing on feminist theories and philosophies the chapter authors show how the caring practices of early childhood educators involve values emotions decision making action and work Using cutting edge

theory authors address the social locations and the inclusion and exclusion of both care givers and care receivers With contributions from Belgium Canada New Zealand the UK and the USA the volume brings together early childhood studies sociology psychology philosophy and critical disability studies to offer diverse perspectives on feminist ethics of care in early childhood practice and its possibilities and dangers The ebook editions of this book are available open access under a CC BY NC ND 3 0 licence on bloomsburycollections com

Nurturing Nature and the Environment with Young Children Janice Kroeger, Casey Y. Myers, Katy Morgan, 2019-05-01 This book at the intersection of early childhood and reconceptualizing practice looks at how practitioners theorists and teachers are supporting young children to care about the environment differently Despite the current popularity of post human perspectives in social science more broadly and in early childhood studies more specifically this is one of few to make visible international practices and perspectives that emerge at the intersection of early childhood education environmental justice sustainability and intergenerational interspecies communities The book provides an innovative exploration of the links between children elders and nature With contributions from established scholars practitioners and newcomers this book reframes educating for social justice within an ecological landscape one in which young children and their elders are mobilized to understand reconceptualize and even undo negative environmental impact whilst grappling with the ways in which the earthly forces are acting upon them Specific theoretical chapters spirituality nature critical and post human materiality pragmatics and constructivism approaches are blended with applications of pedagogic strategies from across the globe This book responds to a growing interest among early childhood professionals and scholars for sustainably focused and ethically reimagined programs This collection rewards the reader with opportunities to critically reflect on their own practice delves into new terrestrial collectives and explores new pedagogical pathways It will be essential reading for practitioners and scholars alike

Disrupting and Countering Deficits in Early Childhood Education Fikile Nxumalo, Christopher P. Brown, 2019-08-15 This powerful edited collection disrupts the deficit oriented discourses that currently frame the field of early childhood education ECE and illuminates avenues for critique and opportunities for change Researchers from across the globe offer their insight and expertise in challenging the logic within ECE that often frames children and their families through gaps risks and deficits across such issues as poverty language developmental psychology teaching and learning Chapters propose practical responses to these manufactured crises and advocate for democratic practices and policies that enable ECE programs to build on the wealth of cultural and personal knowledge children and families bring to the early learning process Moving beyond a dependence on deficits this book offers opportunities for scholars researchers and students to consider their practices in early education and develop their understanding of what it means to be an educator who seeks to support all children

Critical Issues in Early Childhood Teacher Education Ithel Jones, Miranda Lin, 2020-06-01 In recent years there have been significant changes in education across the globe largely as a result of changing demographics technological developments and increased globalization

Relatedly the changing needs of societies and families along with new research findings provide new directions in early childhood education. Consequently early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential. Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions. It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers. An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume. The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the quality of early childhood teacher education. The chapters present their experiences, perspectives, and lessons learned as they addressed some of the challenging issues concerning the education and preparation of future early childhood teachers. The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field. The contributions of these scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers improve the quality of their work.

Research through Play Lorna Arnott, Kate Wall, 2021-05-05. Doing research with young children can be challenging for many reasons, but this book provides clear guidance on how to engage in appropriate methods. Focusing on researching through play, careful consideration is given to the founding principles of playful research, understanding young children's perspectives, prioritising the rights of the child, and the voice of the child. Examples of innovative research methods, real-life examples, and research projects are presented to enable common challenges to be anticipated and to showcase successful creative approaches and to inspire new paths in research.

Decolonizing Place in Early Childhood Education Fikile Nxumalo, 2019-05-23. This book draws attention to the urgent need for early childhood education to critically encounter and pedagogically respond to the entanglements of environmentally damaged places, anti-blackness, and settler colonial legacies. Drawing from the author's multi-year participatory action research with educators and children in suburban settings, the book highlights Indigenous presences and land relations within ongoing settler colonialism, as necessary yet often ignored aspects of environmental education. Chapters discuss topics such as geotheorizing in a capitalist society, absences of Black place relations, and unsettling unquestioned Western assumptions about nature education. Rather than offer prescriptive solutions, this book works to broaden possibilities and bolster the conversation among teachers and scholars concerned with early years environmental education.

Pedagogies for Children's Perspectives Catherine Patterson, Laurie Kocher, 2018-11-09. Laurie Kocher is a Faculty member in the Department of Early Childhood Care and Education, Capilano University, Canada. Catherine Patterson is Senior Lecturer at the Institute of Early Childhood, Department of Educational Studies, Macquarie University, Australia.

Found in Translation Nicola Yelland, Dana Frantz Bentley, 2017-11-23. *Found in Translation: Connecting Reconceptualist Thinking with Early Childhood Education Practices* highlights the relationships

between reconceptualist theory and classroom practice Each chapter in this edited collection considers a contemporary issue and explores its potential to disrupt the status quo and be meaningful in the lives of young children The book pairs reconceptualist academics and practitioners to discuss how theories can be relevant in everyday educational contexts working with children who are from a wide range of cultural ethnic gender language and social orientations to enable previously unimagined ways of being thinking and doing in contemporary times

Educational Research for Early Childhood Studies Projects Jan Gourd, 2023-09-05 This accessible book provides a step by step guide to carrying out educational research within the context of early years practice Written by an expert team of authors who have supported many students through their dissertations it will help you learn the skills necessary to develop ownership and understanding of the research process and successfully complete your dissertation or research project while maintaining a work life balance The chapters cover all elements of the research process from advice on choosing a topic and working with your supervisor to the different research methods you may employ Ethical considerations and advice on collecting and analysing data and presenting your findings are presented alongside exploratory tasks proformas and reflective questions making it a useful companion for dissertation or research project modules Crucially the book understands that some undergraduate students may have additional responsibilities and introduces ways to manage workloads alongside caring or work responsibilities Aimed at those studying on Early Years Foundation Degrees or Early Childhood Studies courses this is essential reading for all early years undergraduate students embarking on their first research project

Bodily Postqualitative Research Nicole Land, 2023-09-21 Bodily Postqualitative Research posits the question of what happens when lived fleshy human bodies engage in postqualitative research in education It takes as its central concern research propositions aimed at dismantling the structures of humanism that typically govern research in education and uses postqualitative conceptions of data methodology and clarity in conjunction with insights from feminist science studies scholars to imagine how we might body postqualitative work This book uses the provocations offered by postqualitative research and takes these touchpoints to dismantle dominant logics of research born of neoliberalism and ongoing settler colonialism to offer alternative perspectives Importantly this book stays near to the body by proposing caffeine shakes antipsychotic medications and scars as moments to take seriously how bodies do researching practices After each chapter the book turns to poetry as a fracture or a moment of disruption to the rhythm of the text that incites readers to reconsider the previous chapter otherwise It concludes by asking what bodily postqualitative research might mean for pedagogy and for propositions toward future inquiry Drawing together the work of feminist science and education scholars oriented toward the biosciences and whose work has not yet been immersed into postqualitative scholarship in a sustained way this book brings together a vein of feminist science studies theorizing that both deepens and troubles postqualitative scholarship through its focus on the politics of science and the possibilities of doing bodies with biology culture and life The volume is suitable for students and scholars interested in

postqualitative and embodied research methods in education and feminist and gender studies *Meaning Making in Early Childhood Research* Jeanne Marie Iorio, Will Parnell, 2017-12-12 *Meaning Making in Early Childhood Research* asks readers to rethink research in early childhood education through qualitative research practices reflective of arts based pedagogies. This collection explores how educators and researchers can move toward practices of meaning making in early childhood education. The text's narrative style provides an intimate portrait of engaging in research that challenges assumptions and thinking in a variety of international contexts and each chapter offers a way to engage in meaning making based on the experiences of young children, their families, and educators.

The Wiley Handbook of Early Childhood Care and Education Christopher P. Brown, Mary Benson McMullen, Nancy File, 2019-01-22 The essential resource to the issues surrounding childhood care and education with contributions from noted experts. *The Wiley Handbook of Early Childhood Care and Education* is a comprehensive resource that offers a review of the historical aspects, best practices, and the future directions of the field. With contributions from noted experts in the field, the book contains 30 interdisciplinary essays that explore in depth the central issues of early childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that are most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning, literacy, and much more. This important resource presents a comprehensive synopsis of the major components of the field of early childhood care and education. Contains contributions from leading scholars, researchers, and experts in the field. Offers the foundational knowledge and practices for working with young children. Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education. Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and education. *The Wiley Handbook of Early Childhood Care and Education* is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field.

Mentoring and Coaching in Early Childhood Education Michael Gasper, Rosie Walker, 2020-01-23 This book provides an introduction to the theory and practice of mentoring, coaching, and supervision in the context of early childhood education and care. Written by a team of scholars from the UK, Ireland, South Africa, Australia, and the USA, the book includes a range of annotated case studies to exemplify important issues from around the world. The chapters are organized around four key principles: Embedding professional one-to-one support within the setting; Maximising performance and professional development; Self and collaborative reflection for leadership; Managing and leading change. Topics covered include discussion of the differences and similarities between mentoring, coaching, and supervision, management, and leadership in early childhood settings.

safeguarding and child protection Alongside the annotated case studies each chapter also includes a summary of key points and questions for further discussion

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