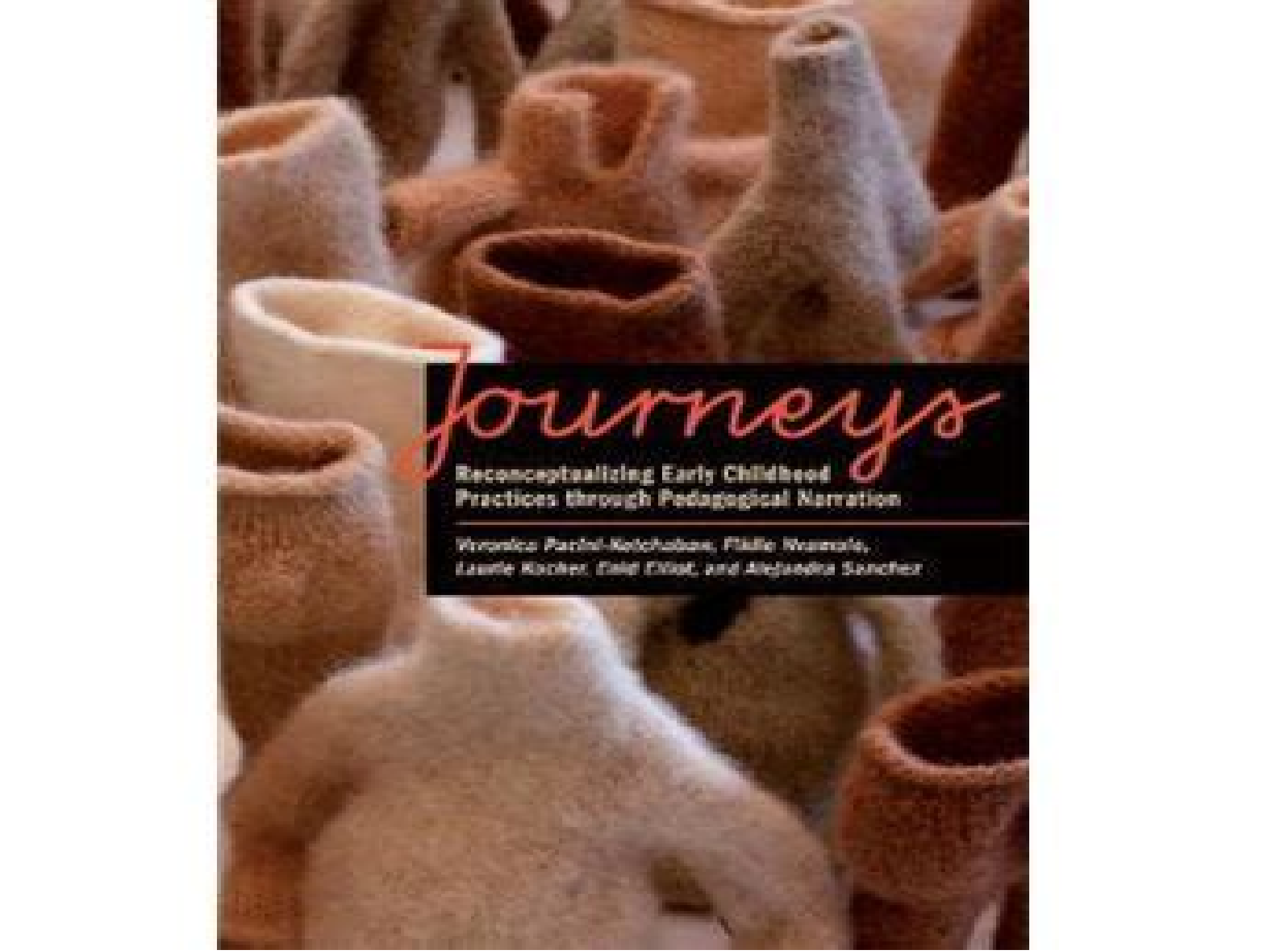




Journeys

Reconceptualizing Early Childhood
Practices through Pedagogical Narration

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

Journeys Reconceptualizing Early Childhood Practices Through Pedagogical Narration

Julie M. Nicholson, Debora B. Wisneski



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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 **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

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

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

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