

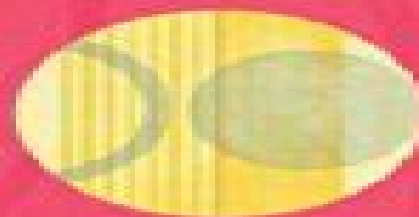
CONTESTING EARLY CHILDHOOD



Listening to Children

Being and becoming

Bronwyn Davies



Listening To Children Being And Becoming Contesting Early Childhood

**Daniel X. Harris, Mary Elizabeth
Luka, Annette N. Markham**



Listening To Children Being And Becoming Contesting Early Childhood:

Listening to Children Bronwyn Davies, 2014-06-05 Through a series of exquisite encounters with children and through a lucid opening up of new aspects of poststructuralist theorizing Bronwyn Davies opens up new ways of thinking about and intra acting with children This book carefully guides the reader through a wave of thought that turns the known into the unknown and then slowly carefully makes new forms of thought comprehensible opening through all the senses a deep understanding of our embeddedness in encounters with each other and with the material world This book takes us into Reggio Emilia inspired Swedish preschools in Sweden into the author's own community in Australia into poignant memories of childhood and offers the reader insights into new ways of thinking about children and their communities the act of listening as emergent and alive ourselves as mobile and multiple subjects the importance of remaining open to the not yet known Defining research as diffractive and as experimental Davies relationship to the teachers and pedagogues she worked with is one of co experimentation Her relationship with the children is one in which she explores the ways in which her own new thinking and being might emerge even as old ways of thinking and being assert themselves and interfere with the unfolding of the new She draws us into her ongoing experimentation asking that we think hard all the while delighting our senses with the poetry of her writing and the stories of her encounters with children

The Early Years Teacher's Book

Leonie Abrahamson, 2018-02-26 This is a clear comprehensive systematic and practical guide to achieving Early Years Teacher Status and meeting the EYT Standards and requirements

New Materialist Explorations into Language Education

Johanna Ennser-Kananen, Taina Saarinen, 2022-10-10 This open access book analyzes language education through a socio material framework The authors revisit their position as researchers by decentering themselves and humans in general from the main focus of research activities and giving way to the materialities that are agentive but often overlooked parts of our research contexts and processes Through this critical posthumanist realism they are able to engage in research that sees society as an ethical interrelationship between humans and the material world and explore the socio materialities of language education from the perspectives of material agency spatial and embodied materiality and human and non human assemblages Each chapter explores language educational contexts through a unique lens of socio materiality Based on how the authors conceptualize socio materiality the book is organized in three sections that seek answers to the following overarching questions In what ways do material agencies emerge in language educational contexts How are educational choices and experiences intertwined with materialities of spaces and bodies What assemblages of human and non human may occur in language education contexts Each chapter questions in its own way the notion of the human subject as rational enlightened being and sole possessor of agency and offers examples of allowing for other than human agency to enter the picture Together the contributors exemplify how researchers who have been committed to social constructionist thinking for most of their careers learn to make space for new theories thus inspiring and encouraging readers to remain open for new

intellectual and embodied endeavors **Massive/Micro Autoethnography** Daniel X. Harris, Mary Elizabeth Luka, Annette N. Markham, 2022-11-25 This book presents the creative arts based and educative thinking resulting from a 21 day autoethnography challenge set of self guided prompts arising from the large scale collaborative creative and global project to explore Massive and Microscopic Sensemaking during COVID 19 Times It employs a guiding methodological framework of critical autoethnography narrating the macro and micro experiences of COVID 19 from a first person and critically culturally informed perspective The book features chapters creatively responding to the 21 day pandemic experiment through digital autoethnographic artworks writings and collaborations It allowed authors to build embodied sensibilities practice autoethnographic forms of writing and making and transform personal experiences through the COVID 19 moment into critical understanding of scale sense making and the relationality of humans nonhumans and the planet The Posthuman Child Karin Murris, 2016-03-17 The Posthuman Child combats institutionalised ageist practices in primary early childhood and teacher education Grounded in a critical posthumanist perspective on the purpose of education it provides a genealogy of psychology sociology and philosophy of childhood in which dominant figurations of child and childhood are exposed as positioning child as epistemically and ontologically inferior Entangled throughout this book are practical and theorised examples of philosophical work with student teachers teachers other practitioners and children aged 3 11 from South Africa and Britain These engage arguments about how children are routinely marginalised discriminated against and denied especially when the child is also female black lives in poverty and whose home language is not English The book makes a distinctive contribution to the decolonisation of childhood discourses Underpinned by good quality picturebooks and other striking images the book's radical proposal for transformation is to reconfigure the child as rich resourceful and resilient through relationships with non human others and explores the implications for literary and literacy education teacher education curriculum construction implementation and assessment It is essential reading for all who research work and live with children *Reconceptualizing Quality in Early Childhood Education, Care and Development* Zoyah Kinkead-Clark, Kerry-Ann Escayg, 2021-06-09 Recognizing the various ecological contexts that support children's development while amplifying voices from across the globe this book challenges narrow interpretations of quality and best practice Each author offers a unique perspective on issues germane to the field of early childhood education perceptions of children curriculum teacher education and play based learning An innovative timely and much needed contribution this book represents an inclusive collection of theoretical and cultural knowledge as well as research Such a diverse multicentric lens opens new intellectual pathways for authentic reciprocal knowledge exchange while ensuring that a reimagining of early childhood education remains at the core of our teaching practice scholarship and activism This book invites everyone to imagine to dare to believe to hope and to act in the interests of children in the interests of communities and families and in the moral precepts of equity inclusion and justice *Separated Migrant Young Women in State Care* Rachel

Larkin,2022-10-31 This book considers the responses of states to migrant girls who are separated from family and enter state care systems as unaccompanied or trafficked young people The book draws on research with girls and social work practitioners in the UK to explore what can happen when separated girls encounter professionals at borders and within care systems It considers how separated girls adapt to different ideas of what it means to be a girl in destination countries and how this is affected by their other intersecting identities The book identifies how girls can feel welcomed but also how young migrants can be seen in excluding ways It argues that narratives of the fragile refugee child are unhelpful ways to understand individual girls Using theories and clear language relevant to both academics and practitioners the author fills a gap in the research on migrant and trafficked young women who frequently represent the minority in care systems globally

Reconceptualizing Early Career Teacher Mentoring as Reggio-Inspired Christina Hanawalt,Brooke Hofsess,2023-04-20 Reconceptualizing Early Career Teacher Mentoring as Reggio Inspired presents an innovative approach to early career art teacher mentoring informed by both the philosophy of Reggio Emilia and an ontology of immanence while simultaneously illuminating the experiences of the teacher participants as co inquirers within the contemporary milieu of public education in the United States Readers are invited to travel with a group of teacher educators and early career PK 12 art teachers across a four year journey to experience the evolving nature of a collaborative inquiry through mentoring as research the Teacher Inquiry Group TIG The authors share significant insights regarding what it means to be an early career art teacher especially in an educational climate steeped in neoliberal agendas standardization and accountability and make potent suggestions for re visioning entrenched approaches to mentoring and professional learning that better account for the inherent complexities of teaching in schools Advocating for more complex understandings regarding teacher subjectivity and the contextual forces at work in schools the authors provoke an expanded vision of how mentoring can be imagined practiced and lived in current educational contexts The authors employ key orientations grounded in the Reggio Emilia philosophy to reimagine an under researched and undertheorized area of study in art education early career teacher mentoring that has implications for teachers at all levels and across all disciplines This volume is essential reading for scholars and professionals across the fields of art education teacher preparation teacher education and mentoring It will appeal to educational researchers K 12 practitioners teacher educators and administrators working with new teachers as well as those interested in mentoring Reggio Emilia professional learning and development art and aesthetic education and emergent process oriented research methodologies

Racial Exhaustion Ralina L. Joseph,2025-12-02 How to build stamina to confront racial exhaustion and communicate differently about race In the wake of diversity equity and inclusion initiatives many Americans regardless of race find themselves exhausted by conversations about race and racism People of color continue to bear the weight of systemic racism while also shouldering the burden of explaining and confronting daily microaggressions White people whether allies or skeptics often feel defensive fatigued or uncertain about how to engage in discussions about race Across

the spectrum the result is the same exhaustion Drawing from her experience running Interrupting Privilege a racial dialogue program Ralina Joseph blends personal narrative real world dialogue and critical race scholarship to explore how we communicate race today and how we can do better Through practices of deep listening embracing discomfort and interrupting microaggressions this book guides readers in transforming everyday interactions into opportunities for anti racist change Racial Exhaustion challenges us to recognize and address the fatigue that racial discourse brings while offering practical strategies to foster more equitable and productive conversations

Feminism(s) in Early Childhood Kylie Smith, Kate Alexander, Sheralyn Campbell, 2017-04-26 This unique book brings together international scholars from around the globe to examine how different feminist theories are being used in early childhood research policy and pedagogy The array of feminist discourses captured by the authors offer contextualised possibilities for disrupting dominant patriarchal beliefs and producing change The authors address and challenge how early childhood experiences institutions and practices produce gendered effects across and within diverse contexts and demonstrate how feminism s in action can be used to reconceptualise research methods government policy children s learning teaching practice and educational resources In this way the book contributes to creating new knowledge connections and community alliances in the global effort to end gender based inequalities across local and global communities

Early Childhood Pedagogical Play Avis Ridgway, Gloria Quiñones, Liang Li, 2015-04-20 This book re theorizes the relationship between pedagogy and play The authors suggest that pedagogical play is characterized by conceptual reciprocity a pedagogical approach for supporting children s academic learning through joint play and agentic imagination a concept that when present in play affords the child s motives and imagination a critical role in learning and development These new concepts are brought to life using a cultural historical approach to the analysis of play supported in each chapter by visual narratives used as a research method for re theorising play as a pedagogical activity Whenever a cultural historical approach is applied to understanding pedagogical play the whole context of the playful event is always included Further the child s cultural environment is taken into account in order to better understand their play Children from different countries play differently for many reasons which may include their resources local cultural beliefs about play and specific pedagogical practices The inclusion and acknowledgement of social cultural and historical contexts gives credence and value to understanding play from both child and adult perspectives which the authors believe is important for the child s learning and development As such the relationships that children and adults have with human and non human others as well as any connections with artefacts and the material environment are included in all considerations of pedagogical play

Ethics and Research with Young Children Christopher M. Schulte, 2019-12-26 As researchers and theorists teachers and teacher educators parents and grandparents and advocates for children the authors featured in Ethics and Research with Young Children share a common inclination to counter the idea of an ethics that is conventional i e an ethics that reinforces existing models and discourses which position children as irrational

and incompetent that de anonymize children s ways of working and being in the world that reduces and distorts the social cultural and political forces that shape children s everyday realities and that routinely subtracts from these realities the complex responsibilities that adults have especially as researchers to recognize ethics as situated relational intersectional and provisional Aligned with the interdisciplinary commitments of a Childhood Studies approach and informed by a range of theoretical and practical frameworks the perspectives offered in this volume are grounded in relationships between and among adults and children their shifting social cultural political and material realities and a world of ideas and experiences that impel them to face and reorient their ethical commitments to each other

Exploring and Celebrating the Early Childhood Practitioner Carla Solvason, Rebecca Webb, 2022-11-01 This exciting new book celebrates interrogates and re imagines the complex and demanding role of the Early Childhood Practitioner Exploring the many different facets of the Early Childhood Practitioner s ECP role it challenges normative constructions of practitioners and how they have been shaped by assumptions of history culture and policy Drawing on a range of theoretical presumptions and debates the chapters champion the multidimensional power and potentiality of the ECP arguing for greater respect and recognition for a role that supports and enables at a crucial time in a child s life With opportunities for reflection key topics include The specialist pedagogical expertise of the ECP The key role that ECPs play in the child s holistic wellbeing The ECP as diplomat across many professional contexts effectively communicating with families and professionals The creative ECP pushing traditional normative boundaries of practice The ECP as so much more than they are customarily perceived as being This latest addition to the TACTYC series will be valuable reading for Early Years students particularly on Masters level courses as well as those working and researching in the Early Years sector

Science, Technology, Engineering, Arts, and Mathematics (STEAM) Education in the Early Years Weipeng Yang, Sarika Kewalramani, Jyoti Senthil, 2023-12-05 This book provides a fresh perspective on recent debates around integrating STEAM Science Technology Engineering Arts and Mathematics education in early childhood The book offers inspiration and practical advice for educators and researchers It suggests concrete ways to engage young children in STEAM learning activities and promote their development With contributions from international experts the book discusses how to develop age appropriate STEAM learning activities for young children Divided into four parts the book covers a wide range of topics including the perceptions and practices of STEAM education among early childhood teachers in different countries the use of new pedagogies and technologies to promote equitable and accessible STEAM education the role of teacher education and policy in reducing inequality in STEAM education and how early STEAM education can promote social change and achieve sustainable development goals The book highlights the importance of STEAM education in providing young children with the necessary skills to create a more sustainable and equitable world Overall this book provides an important contribution to help critique and improve how early childhood educators view and practice STEAM education across cultures It proposes ideas for achieving sustainable

development goals through high quality early STEAM education The book appeals to early childhood educators and researchers as it draws on cross cultural viewpoints to critically examine how teachers understand and implement STEAM education across different cultures along with exploring how cultural values and goals shape early STEAM education

Early Childhood and Compulsory Education Peter Moss, Lucia Balduzzi, 2013 What should be the relationship between early childhood and compulsory education What can they learn from one another and by working together The rapid expansion of early childhood education and care means that most children in affluent countries now have several years at pre school before compulsory education This raises an important question about the relationship between the two Whilst it is widely assumed that the former should prepare children for the latter there are alternatives This book contests the readying for school relationship as neither self evident nor unproblematic and explores some alternative relationships including a strong and equal partnership and the vision of a meeting place In this ground breaking book Professor Peter Moss discusses the issue with leading early childhood figures from Belgium France Italy New Zealand Norway Sweden and the United States who bring very different perspectives to this contentious relationship The book starts with an extended essay by Peter Moss to which the other contributors are invited to respond critically as well as offering their own thinking about the relationship between early childhood and compulsory education both their current understandings and suggestions on future directions Students researchers and academics in the field of early childhood education will find this an insightful and timely text But so too will their peers in compulsory education since the book time and again raises searching questions about pedagogical purpose and practice in this sector

Socially Just Pedagogies Rosi Braidotti, Vivienne Bozalek, Tamara Shefer, Michalinos Zembylas, 2018-06-14 This book addresses contemporary philosophical issues in higher education and how we can create socially just pedagogies and a socially just university Providing a forum for thinking through how critical posthumanism affect theory and feminist new materialisms provide a useful lens for higher education and shows how these standpoints can benefit methods and practices of learning and teaching Gross inequalities in higher education continue to affect pedagogical practices across geopolitical contexts and there is a need to consider new theories which call into question the commonplace humanist assumptions currently dominating the discourse around social justice in this context However scholarship on the affective turn critical posthumanism and new material feminisms opens both new possibilities and responsibilities for higher education pedagogies The approaches of this book also provide imaginative ways of engaging with current dissatisfactions with higher education from the marketization of education to issues of racism discrimination and lack of diversity Of international relevance this collection particularly foreground southern contexts and case studies such as the student activism in South African universities that has sparked a global project of decolonization and social justice in educational institutions This book is an urgent call to reconceptualize rethink and reconfigure pedagogies in higher education and the implications for future citizenship and social participation

Alternative Narratives in Early Childhood Peter

Moss,2018-07-11 Challenging dominant discourses in the field of early childhood education this book provides an accessible introduction to some of the alternative narratives and diverse perspectives that are increasingly to be heard in this field as well as discussing the importance of paradigm politics and ethics Peter Moss draws on material published in the groundbreaking Contesting Early Childhood series to introduce readers to thinking that questions the mainstream approach to early childhood education and to offer rich examples to illustrate how this thinking is being put to work in practice Key topics addressed include dominant discourses in today s early childhood education and what is meant by dominant discourse why politics and ethics are the starting points for early childhood education Reggio Emilia as an example of an alternative narrative the relevance to early childhood education of thinkers such as Michel Foucault and Gilles Deleuze and of theoretical positions such as posthumanism An enlightening read for students and practitioners as well as policymakers academics and parents this book is intended for anyone who wants to think more about early childhood education and delve deeper into new perspectives and debates in this field Challenging Gender Stereotypes in the Early Years Susie

Heywood,Barbara Adzajlic,2022-09-14 What does gender equity mean for early years practitioners What are early years settings already doing to promote gender equality and why is this so important How can we provide children with a solid basis from which they can grow into people who are not limited by society s expectations of their gender This is a manual for every early years practitioner who wishes to expand their knowledge and improve their practice around gender stereotyping in the early years Drawing from the authors experience developing a public health programme tackling gender stereotypes it explores the reasons why gender inequality is still an issue identifies the ways it is perpetuated and provides a framework and practical tools to drive change The framework includes an audit process to celebrate areas of success and to identify areas for development alongside a host of suggestions on how to navigate tricky situations in creative respectful and effective ways With the voices and experiences of experts and practitioners woven throughout alongside key reflections and scenarios to critically engage with Challenging Gender Stereotypes in the Early Years challenges readers to consider their own practice drive staff awareness and make a difference to their setting Postdevelopmental Approaches to Pedagogical Observation in Childhood Mona Sakr,Jennifer Rowsell,Kortney Sherbine,2023-08-24 This book argues that developmental

approaches to observation in childhood pedagogy are limiting that there is an urgent need to unsettle and reimagine observation proposing new postdevelopmental theories and modes of inquiry for educators Written by leading scholars based in Australia Canada Finland New Zealand the UK and the USA the chapters consider observation as it is enacted in the home nursery or classroom Drawing on a range of theories including feminist new materialism social semiotics and sociocultural and multimodal approaches to early childhood the chapters cover a range of areas from early childhood art and observational literacy tools to intergenerational research and using photography and video in observations **Interprofessional**

Working In Practice: Learning And Working Together For Children And Families Trodd, Lyn,Chivers, Leo,2011-09-01

Written by a multi professional team of contributors and grounded by their experience in interprofessional work this book relates to the rhetoric of interprofessionalism to discussions and examples of practice Cover

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