



Journeys

**Reconceptualizing Early Childhood
Practices through Pedagogical Narration**

*Veronica Pacini-Ketchabaw, Fikile Nxumalo,
Laurie Kocher, Enid Elliot, and Alejandra Sanchez*

Journeys Reconceptualizing Early Childhood Practices Through Pedagogical Narration

Iris Berger



Journeys Reconceptualizing Early Childhood Practices Through Pedagogical Narration:

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

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

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 **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

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 *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 **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 *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 **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

Narration as Action Iris Berger, 2013 Observations, Ordinary Moments and Pedagogical Narration in Early Childhood Education, 2010 Reconceptualizing Early Childhood Education Beth Blue Swadener, Shirley A. Kessler, 1991

Pedagogical Documentation in Early Childhood Susan Stacey, 2023-06-13 The what the why and the how of pedagogical documentation What does your classroom say about the children's ideas inquiries learning and play An inspiring step by step guide to documenting children's ideas questions play and learning in a way that enhances teachers thinking and understanding at the same time Pedagogical Documentation in Early Childhood will help you answer those questions and create documentation that tells the story of children's exploration This practical guide provides rich ideas useful references beautiful visuals and the framework to get you started as well as ideas for developing the documentation habit design tips and tools for communicating the curriculum and children's experiences to families and others Each chapter concludes with an invitation to explore which offers you a starting point if you are new to pedagogical documentation or a pathway to deeper reflection if you are already practicing it The book has been revised and expanded for the second edition including material on Digital documentation Documentation of infants and non verbal children Using documentation as a thread to follow the unfolding inquiries of children including the use of sketch notebooks Including the teacher's voice as well as the children's and the role of teacher's curiosity Bringing forward new thinking from the educators in Reggio Emilia Leveraging pedagogical narration as a form of teacher growth **Disrupting Early Childhood Education Research** Will Parnell, Jeanne Marie Iorio, 2015-12-22 Recent and increasing efforts to standardize young children's academic performance have shifted the emphases of education toward normative practices and away from qualitative substantive intentions Connection to human experience compassion for societal ailments and the joys of learning are straining under the pressure of quantitative research competition and test scores exemplified by federal funding competitions and policymaking Disrupting Early Childhood Education Research critically interrogates the traditional foundations of early childhood research practices to disrupt the status quo through imaginative cutting edge research in diverse U S and international contexts Its chapters are driven by empirical data derived from unique research projects and a variety of contemporary methodologies

that include phenomenological studies auto ethnographic writings action oriented studies arts based methodologies and other innovative approaches By giving voice to marginalized social science researchers who are active in learning school and early education sectors this volume explores the meanings of actionable and everyday approaches based on the experiences of young children their families and educators

Narratives in Early Childhood Education Susanne Garvis, Niklas Pramling, 2017-05-08 Over the past few decades a growing body of literature has developed which examines children's perspectives of their own lives viewing them as social actors and experts in their understanding of the world Focusing specifically on narratives this unique and timely book provides an analysis of these new directions in contemporary research approaches to explore the lived experiences of children and teachers in early childhood education in addition to presenting original research on children's narratives The book brings together a variety of well regarded international researchers in the field to highlight the importance of narrative in young children's development from local and global perspectives While narrative is clearly understood within different countries this is one of the first texts to build an international understanding acknowledging the importance of culture and context It presents up to date research on the latest research methods and analysis techniques using a variety of different approaches in order to critically reflect on the future for narrative research and its insights into early childhood education Narratives in Early Childhood Education will be of interest to postgraduate students academics and researchers in early childhood education as well as early childhood professionals government policy makers and early childhood organisations and associations

Going Beyond the Theory/Practice Divide in Early Childhood Education Hillevi Lenz Taguchi, 2009-09-10 Going Beyond the Theory Practice Divide in Early Childhood Education focuses on the use of pedagogical documentation as a tool for learning and transformation Based on innovative research the author presents new approaches to learning in early childhood education shifting attention to the force and impact which material objects and artefacts can have in learning Drawing upon the theories of feminist Karen Barad and philosophers Gilles Deleuze and Félix Guattari Hillevi Lenz Taguchi discusses examples of how pens paper clay and construction materials can be understood as active and performative agents challenging binary divides such as theory practice discourse matter and mind body in teaching and learning Numerous examples from practice are explored to introduce an intra active pedagogy Methodological strategies for learning with children in preschools and in teacher education are brought to the fore For example the neighbourhood around the preschool and children's homes is explored using drawing and construction work on the floor mathematics is investigated in teacher education using the body dance and music to investigate mathematical relationships and problems taken for granted forms of academic writing are challenged by different forms of praxis and experience based writings that transgress the theory practice divide children students and teacher educators use pedagogical documentation to understand their own learning and to critique dominant habits of thinking and doing Challenging the dominant understanding of inclusion in educational contexts and making difference actively visible and

positive this book is rooted in the experiences practices and words of teachers teacher educators and student teachers It will appeal to all those involved in early childhood education and also to those interested in challenging educational thinking and practices 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 **Encountering Pedagogical Documentation in Early Childhood Education Through a Theory/practice Lens** Marlene McCormack,2022 This note is part of Quality testing

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