

Qualities for early childhood care and education in an age of increasing superdiversity and decreasing biodiversity ^[1]

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AVAILABILITY

Access online via SAGE journals ^[2]

Excerpted from Abstract

In this article it is argued that notions of 'quality' in early childhood education have been captured by neo-liberal discourses. These discourses perpetuate the western, individualistic, normativising and exploitative attitudes and practices that are contributing to the climate crisis currently imperilling our planet. Educators may inadvertently perpetuate this situation, or they can instead consciously challenge this dominant culture, opening up spaces of divergence. Via a sequence of short scenarios or stories based within the early childhood care and education context of Aotearoa (New Zealand), readers are invited to consider alternative conceptualisations, drawing on post-humanist and Indigenous theorising, which focus on fostering dispositional qualities that holistically engage intra-actively with(in) children's worlds.

Related link:

Region: Australia and New Zealand ^[3]

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