

# Mad autobiographical stories, poetry, and resistances within post-secondary early childhood education and care <sup>[1]</sup>

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## AVAILABILITY

Access online [PDF] <sup>[2]</sup>

## Abstract

This article engages readers with a Mad autobiographical poetry and storytelling approach by drawing from principles of disability justice and Mad Studies to share personal and autobiographical stories and poetry regarding teaching and learning within post-secondary early childhood education and elementary education. The author engages in autobiographical writing regarding their lived experiences within Early Childhood Education and Care (ECEC) while critiquing the privileging of sanism within ECEC through developmentalist theories. Through the use of Mad autobiographical poetry, the author seeks to advance Mad narratives and stories in ECEC.

**Related link:** Sanism in early childhood education and care: Cultivating space for madness and mad educators in ECEC <sup>[3]</sup>

**Region:** Canada <sup>[4]</sup>

**Tags:** disability <sup>[5]</sup>

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