

Farewell to childcare? ^[1]

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AVAILABILITY

Abstract available ^[2]

Abstract:

The paper argues that in the early years field England has started a process of change from what is termed a 'childcare discourse' to a 'pedagogical discourse', the former representing a fragmented approach to services for children, the latter the sort of integrated and holistic approach to which the Every Child Matters policy aspires. It considers the experience of countries which have already made the turn to a pedagogical discourse, what this change might mean in the area of school-age provision and the barriers to England completing the process of change, which requires restructuring to be grounded in rethinking.

[Abstract only is available. (Note that individuals connected to an academic institution may have online access to the complete article through their institution.) If interested in obtaining a print copy of the full article, please email [cruru](mailto:cruru@chass.utoronto.ca) at cruru@chass.utoronto.ca ^[3]

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