

The postmodern curriculum: Making spaces for historically and politically situated understandings ^[1]

Australasian Journal of Early Childhood, Vol. 36, No.1, March 2011.

Author: Pacini-Ketchabaw, Veronica & Pence, Alan

Source: First Nation Partnership Program, University of Victoria School of Child and Youth Care

Format: Article

Publication Date: 1 Mar 2011

AVAILABILITY

Full article in pdf ^[2]

Abstract:

By engaging poststructural, postmodern and indigenous lenses, this article explores challenges associated with recently developed 'postmodern' early childhood education curricula. The authors propose that curricula should not be seen as neutral, but rather as historically and politically situated documents that require dynamic and critical engagements from educators. We situate our analysis within Canada.

Region: Canada ^[3]

Tags: curricula and pedagogy ^[4]

Source URL (modified on 27 Jan 2022): <https://childcarecanada.org/documents/research-policy-practice/11/10/postmodern-curriculum-making-spaces-historically-and>

Links

[1] <https://childcarecanada.org/documents/research-policy-practice/11/10/postmodern-curriculum-making-spaces-historically-and> ^[2]

http://web.uvic.ca/fnpp/documents/Pacini-Ketchabaw_Pence_Making_Space2011.pdf [3] <https://childcarecanada.org/taxonomy/term/7864> [4]

<https://childcarecanada.org/category/tags/curricula-and-pedagogy>