

1. Record Nr.	UNINA9910255103003321
Titolo	Feminism(s) in Early Childhood [[electronic resource]] : Using Feminist Theories in Research and Practice / / edited by Kylie Smith, Kate Alexander, Sheralyn Campbell
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2017
ISBN	981-10-3057-X
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XX, 192 p. 5 illus.)
Collana	Perspectives on Children and Young People, , 2365-2977 ; ; 4
Disciplina	305.42
Soggetti	Child development Education—Philosophy Sociology Early Childhood Education Educational Philosophy Gender Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Foreword -- Chapter 1 Introduction -- Section I: Feminism(s) reconceptualising histories -- Chapter 2 Feminism and the Development of Early Childhood Education in Australia -- Chapter 3 The Didgeridoo, and Instrument of Oppression or Decolonisation? -- Chapter 4 Celebrating Pioneering and Contemporary Feminist Approaches to the Study of Gender in Early Childhood -- Chapter 5 Black Feminist Thought in Early Childhood Studies: (Re)Centering Marginalized Feminist Perspectives -- Section II: Feminism(s) reconceptualising institutions -- Chapter 6 The Entangled Enlivening of Being: Feminist Research Strategies in the Early Years -- Chapter 7 Enhancing Feminism and Childhoods in Kenya through Stronger Education Policy, Access and Action -- Chapter 8 What's wrong with Equality? Developing a Critical Conceptual Understanding of Equality of condition in Early Childhood Education and Care -- Chapter 9 Love and the Nuclear Family in the Kindergarten: Critical Analyses of Heteronormativities -- Section III: Feminism(s) reconceptualising practice -- Chapter 10 Time and Relationship: Paternal and Maternal

Tensions in Teacher Narratives -- Chapter 11 Engaging with Feminist Poststructuralism to inform Gender Equity Practice in Early Childhood Classrooms in Pakistan -- Chapter 12 Feminism and Early Childhood Education in Indonesia: Teachers' Reflections -- Chapter 13 Gender Identities in the Australian Early Years Learning Framework -- Chapter 14 Are we there yet? Gender Equity Journeys in Early Childhood Practice.

Sommario/riassunto

This unique book brings together international scholars from around the globe to examine how different feminist theories are being used in early childhood research, policy and pedagogy. The array of feminist discourses captured by the authors offer contextualised possibilities for disrupting dominant patriarchal beliefs and producing change. The authors address and challenge how early childhood experiences, institutions and practices produce gendered effects across and within diverse contexts and demonstrate how feminism(s) in action can be used to reconceptualise research methods, government policy, children's learning, teaching practice and educational resources. In this way, the book contributes to creating new knowledge connections and community alliances in the global effort to end gender-based inequalities across local and global communities. .
