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| 1. Record Nr.           | UNINA9910495171503321   |
| Autore                  | Quintero Elizabeth P.   |
| Titolo                  | Making Space for Storied Leadership in Higher Education : Learning with Migrant and Refugee Populations in Early Childhood and Teacher Education Contexts // by Elizabeth P. Quintero, Larisa Callaway-Cole, Adria Taha-Resnick   |
| Pubbl/distr/stampa      | Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2021  |
| ISBN                    | 9789811641572<br>9811641579   |
| Edizione                | [1st ed. 2021.]   |
| Descrizione fisica      | 1 online resource (134 pages)   |
| Collana                 | Rethinking Higher Education, , 2662-1487  |
| Disciplina              | 371.826912  |
| Soggetti                | Teachers - Training of<br>Education, Higher<br>Early childhood education<br>Education - Research<br>Educational sociology<br>Teaching and Teacher Education<br>Higher Education<br>Early Childhood Education<br>Research Methods in Education<br>Sociology of Education   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references.  |
| Nota di contenuto       | 1 Introduction -- 2 Experts informing early childhood teacher education -- 3 Early childhood studies in higher education: Inclusive design and implementation -- 4 Sharing family story in teacher education to encourage migrating families participation -- 5 Story through professional learning communities to support early childhood leadership and encourage refugee/migrant participation -- 6 Final chapter. |
| Sommario/riassunto      | This book analyzes stories of university early childhood faculty members, community activists in southern California, and children and the early childhood teacher education students working with them. The  |

grounding of this research is reconceptualization of postmodern narrative theoretical influences. Through narrative inquiry, the book connects ongoing research to ongoing pedagogy. It explores the following research questions: (1) How do learners across generations create, build upon, and reinvent each other's stories to make new meanings through consideration of family history, multigenerational knowledge, and experiences?; (2) How do learners' stories offer new possibilities through leadership that connects Global South knowledge with Global North contexts?; (3) In what ways is it possible to use this framework and methodology in Higher Education to promote systemic consistency in promoting social justice that is generatively inclusive? More than half of the research participants have truly lived bi-culturally, many of the children in the early care and education programs in the USA are from Mexico and Central America. These collaborators truly carry their roots with them as they strive for justice and authenticity in early childhood teacher education and community activists working with families and children.

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