

1. Record Nr.	UNINA9910495171503321
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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 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 Education, Higher Early childhood education Education - Research Educational sociology Teaching and Teacher Education Higher Education Early Childhood Education Research Methods in Education 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 biculturally, 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.
