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Nota di contenuto	Intro -- Acknowledging the Land -- Contents -- About the Editors -- Contributors -- Introduction -- Toward a New Ecology of Curriculum: An Education Yet-to-Come -- Curriculum as Beginning -- Curriculum as Placing -- Curriculum as Caring -- Curriculum as Storying -- Curriculum as Changing -- Curriculum as Liberating -- Curriculum as Designing -- Curriculum as Teaching -- Part I: Curriculum as Beginning -- Child's Play: Play as an Informal, Relational Curriculum of Childhood -- Introduction -- Social Learning and Socialization -- Relational Understandings of Curriculum -- Socialization: Traditional Models and Child-Centered Reframings -- Bourdieu: Habitus and Practice -- Children's Perspectives of Play -- Play As a Social Practice of Childhood: Curriculum, Socialization, Relationship, and Habitus -- References -- Theory and Application of an Emergent Curriculum -- Introduction -- Emergent Curriculum Versus Conventional Curriculum -- Global Competencies and Their Connection to STEM -- Theoretical Perspectives -- Research Partnerships and STEM Professional Development -- Preschool STEM: An Emergent Curriculum in Action -- Additional Examples -- Concluding Remarks -- References -- Early Years Curriculum in Practice: iACT's Little Ripples Curriculum for Emergency Contexts -- Introduction -- Context -- Little Ripples Curriculum -- Little Ripples Curriculum Approach and Values -- Connection to Curriculum Theories -- Learning Through Play -- Mindfulness Pedagogy -- Trauma-Informed Early Childhood Education Practice -- Application to Practice -- Community-Led Practice -- Little

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