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**Honorary role**

**Title:** Guest Editor

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**EARLY CHILD DEVELOPMENT AND CARE  
CALL FOR PAPERS  
Special Issue:  
- EARLY CHILDHOOD PEDAGOGY -  
Proposals for contributions by 31<sup>st</sup> May 2014**

Historically, early childhood provision has tended to bifurcate into childcare - allowing parents to work - and education for preparing children for school. This division has many implications, for example, differential access, funding, staffing, aims, curriculum and... pedagogy. Despite international policy advocating the value of fully integrated approaches, these continue to be relatively rare. This means that **early childhood pedagogy** remains a highly contested area.

Early childhood pedagogy is steeped in tradition, values and principles but in many countries it has become increasingly influenced by concern for investment return, accountability and consumer satisfaction. This manifests itself in increased government interest, measurement of the measurable and schoolification.

A plethora of research has investigated early childhood pedagogy, often commissioned by policymakers seeking 'what works'. Yet early childhood pedagogy remains a highly diverse space: it is many things to many people. Early childhood pedagogy may be social, playful, creative, relational, didactic, heuristic, constructivist, co-constructed, civic, critical, child-centred or adult-focused, *inter alia*. Equally, early childhood pedagogy is variably regarded as an art, a science and a craft; its relationship with early childhood curricula is dynamic.

Early childhood pedagogy is bound into the values, beliefs and attitudes of the people who shape it. These people may be policymakers, CEOs, children or practitioners, and others. In many parts of the world, the role of the early childhood workforce is becoming increasingly professionalised; this affects quality, relationships, status and young children's daily experiences. In some parts of the world, children experience early childhood pedagogues who care while promoting learning, social skills and democracy. In other regions, educators or teachers focus on an educational imperative.

Furthermore, while the case for high quality early childhood provision is now widely recognised, it is not universally available. What are the informal pedagogies experienced by young children who do not attend early childhood provision? What is the role of technology in the pedagogic process? To what extent should governments have a role in developing early childhood pedagogy?

This Special Issue is intended to provoke further debate and discourse concerning early childhood pedagogy, to trouble important concerns in relation to this and to ask significant questions of policymakers, practitioners and others who may influence early childhood pedagogy. To that end, the Special Issue aims to include high quality papers based on research findings which address issues of early childhood pedagogy in relation to - but not necessarily confined to - one or more of the strands below. The definition of early childhood that should be applied is 'the period below the age of 8 years' (UNCRC, 2005\*).

- Values and beliefs in early childhood pedagogy
- Quality early childhood pedagogy
- Early childhood pedagogy as play and/or learning
- Early childhood pedagogy: does 'what works' work?
- The effects of early childhood pedagogy on inequalities
- International perspectives on early childhood pedagogy

- Co-constructions of early childhood pedagogy
- Innovative early childhood pedagogies
- Early childhood pedagogy as a business
- Early childhood pedagogy: a political space?
- Child-centred early childhood pedagogy
- Parent partnership as part of early childhood pedagogy
- Historical perspectives on early childhood pedagogy
- Lessons from neuroscience for developing early childhood pedagogy
- Transitions and early childhood pedagogy
- Social pedagogy as a model for early childhood
- Early childhood pedagogy for children aged 0-2 years
- Professionals, practitioners and pedagogues

### TIME LINE FOR PAPERS

It is proposed to complete this Special Issue by March 2015. Towards that goal the following will apply:

**Proposals for contributions e-mailed to the guest editor Dr Jane Murray by 31<sup>st</sup> May 2014.** These should contain sufficient information to form a judgement about the scope and relevance of the paper to the topic of the Issue: 300 – 500 words will be sufficient. Please include the title of the proposed paper and full contact details for the author(s). The proposal should be by e-mail attachment to the guest editor: [jane.murray@northampton.ac.uk](mailto:jane.murray@northampton.ac.uk)

**Contributors encouraged to develop their paper will be informed by 15<sup>th</sup> June, 2014.** There is some leeway here but it is days rather than weeks. Each paper will be no longer than 6000 words in length to include tables, diagrams and other pictorial material.

**The date for submission of final / draft papers will be 15<sup>th</sup> December, 2014.** This date is set so that suggestions for modification arising from the review process may be communicated to authors in good time for minor changes to be made. The guest editor will happy to advise on matters relating to papers at any time.

**Final papers to be with the guest editor by 22<sup>nd</sup> February 2015.** Papers received in advance of that date in final form will be published on-line by **31<sup>st</sup> March 2015**. All papers will be published on-line in fully citable form prior to publication as the hard copy of the Special Issue.

**Advice to authors on the preparation of papers is located at** <http://www.tandfonline.com/action/authorSubmission?journalCode=gecd20&page=instructions#.UyTL-IuSo>

**Guest editor's contact e-mail to which all enquires should be sent is:** [jane.murray@northampton.ac.uk](mailto:jane.murray@northampton.ac.uk)

\*United Nations Committee on the Rights of the Child (2005) *Implementing Child Rights in Early Childhood*, General Comment No. 7, Geneva, United Nations. [Online] Available online at <http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/GeneralComment7Rev1.pdf> Accessed 14.3.14.