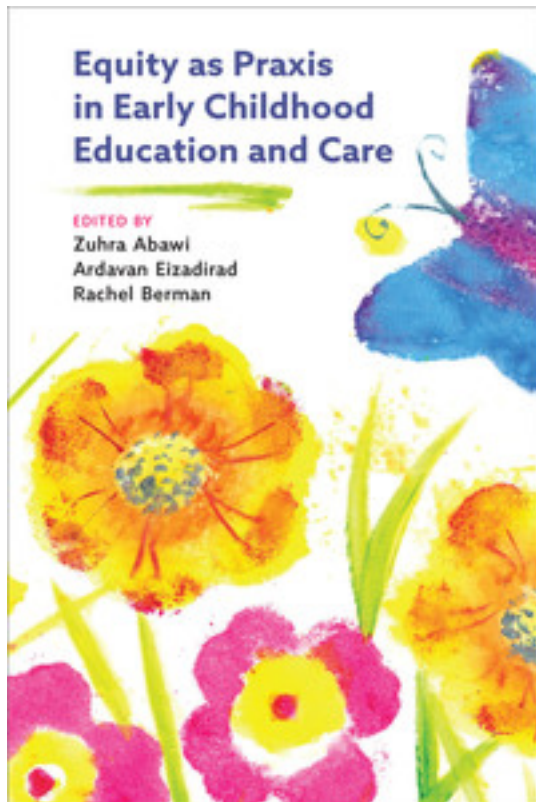


Equity as Praxis in Early Childhood Education and Care



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Equity as Praxis in Early Childhood Education and Care aims to map, deconstruct, and engage with different models of equity as they pertain to the early childhood education landscape in Ontario. Drawing on marginalized narratives of gender, race, Indigeneity, dis/ability and inclusion, and migration, immigration, and displacement, the authors discuss how to advance the field and make it more equitable for children, families, early childhood educators, and all other practitioners. This edited collection outlines the current political climate of early childhood education and care in Ontario through a critical analysis of policies and dominant discourses of equity and inclusion. By prompting readers to reflect on and critique their understandings of children, families, communities, and practices in the field, the authors seek to provide counternarratives to Eurocentric developmentalist hegemonies and an alternative strength-based approach to critical and transformative praxis. This vital text encourages rethinking how narratives of equity and inclusion are constructed and what this means for young children and their families in Ontario, as well as throughout Canada. This is an essential resource for students in early childhood education and care, early childhood studies, and education programs.

Features:

- includes perspectives from multiple positionalities in the field to provide a critical and interdisciplinary approach
- draws on a reconceptualist lens to present a critique of developmentalist approaches
- encourages readers to engage with the content by practicing critical self-examination and considering social factors and forces that inform their own concepts

Author Information

Zuhra Abawi

****Zuhra Abawi**** is an Assistant Professor of Teacher Education at Niagara University and an Elementary Teacher with the Peel District School Board and has worked across all sectors of the education system from the early years, K–12, and higher education.

Ardavan Eizadirad

****Ardavan Eizadirad**** is an Assistant Professor in the Faculty of Education at Wilfrid Laurier University and an instructor in the School of Early Childhood Studies at Ryerson University and in the Master of Teaching and Bachelor of Education programs at OISE, University of Toronto.

Rachel Berman

****Rachel Berman**** is the Graduate Program Director and an Associate Professor at the School of Early Childhood Studies at Ryerson University and an adjunct member to the graduate program in Gender, Feminist and Women's Studies at York University.

Reviews

"How do we have discomforting conversations with children about racism, anti-Black racism, xenophobia, colonialism, homophobia, sexism, ableism, classism, and other social oppression in our society? This is a question asked by many but answered by few. Parents and community members want schools to teach children about racism, homophobia, and inequities in society. Teachers and school administrators likewise expect parents and community members to handle the social justice education at home. Well, the tug-war ends with the publication of this book. *Equity as Praxis in Early Childhood Education and Care* is the long-sought answer. Written by multiple actors in the field of early childhood education, the book offers practical yet critically reflective ways to engage children at the early stages of development about social justice and equity. With the publication of this book, there are no more excuses for parents, community members, teachers, and school administrators if they fail to engage children about social justice education."

—Paul Banahene Adjei, Associate Professor, Social Work, Memorial University of Newfoundland
"With the current movements of reconceptualization of child development, Black and Indigenous Lives Matter, racism and anti-racism, as well as the importance of equitable policies in times of crisis (i.e., COVID-19), this book comes at an opportune time. Understanding the challenges of the early childhood education and care sector, its history, and its evolution, coupled with the current social and political climate, will empower students and provide them with the foundations they need to be advocates and agents of change."

—Emis Akbari, Professor and Program Coordinator, Early Childhood, George Brown College
"Filling the existing gap in ECEC, the diversity of the contents and perspectives will attract professors of ECEC."

—Minoo Derayah, Associate Professor, Department of Equity Studies, York University

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