

Special Edition of Contemporary Issues in Early Childhood: Social Justice in Early Years Education: Practices and Understandings

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The Project Aims, Objectives & CRN Support

Aims

The idea for this project was proposed at the Program 3 Symposium on Social Justice in Early Childhood Education, November 2011. Two aims of the Symposium were:

1. To provoke discussion and debate among participants about social justice issues in early childhood education research; and
2. To develop among participants sufficient interest, skills, knowledge and relationships to produce papers for a special issue on social justice in early childhood education research for a prestigious international early childhood education research journal.

The aims of editing a Special Edition of Contemporary Issues in Early Childhood (CIEC) on Social Justice in the Early Years were to provide:

- A forum for furthering discussion and ideas about social justice in EC; and
- An avenue for multiple submissions (joint and single authored) from CRN members.

CRN Objectives

These aims contribute to the CRN objectives:

- An increase in:
 - the annual average of HERDC publications;
 - the average number of articles / chapters singly / jointly authored and submitted for publication;
 - the number of academics who, for the first time, work on collaborative funding proposals, research projects and cross-institutional publications; and
 - on joint publication programs and externally funded research projects.
- Sustained collaboration; and
- Increased research capacity (through mentoring).

CRN support provided

- Funding for Research Assistance (the wonderful Diane Sesay – without whose help it wouldn't have been possible!)
- Funding for flights and accommodation for an editorial meeting (communication was done primarily via Skype)

Call for Expression of Interest for Papers for a Special Edition of Contemporary Issues in Early Childhood

For many early childhood teachers and researchers a commitment to social justice is at the core of the ways in which they work. However the concept of social justice is complex and diverse and as such remains contested amongst those who call on it as the foundation of their practice. The concept continues to have multiple meanings, used in different ways to different ends. This Special Edition of CIEC (issue 4, 2013) entitled Social Justice in Early Years Education: Practices and Understandings aims to explore the diversity of theorisation, use and understandings of social justice in the contemporary field of early years education. The issue will publish papers and colloquia that critically consider and interrogate contemporary theory, approaches and practices in early years education from a social justice perspective.

The Project Process

- Proposal prepared and submitted to CIEC
- Proposal accepted by CIEC (March 2012)
- Call for EOI circulated (April 2012)
- 31 abstracts received (July 2012)
- Abstracts reviewed by Editors
- 17 authors invited to submit full papers
- 11 full papers submitted (December 2012)
- External blind reviewers identified
- Papers reviewed
- Papers accepted with revisions (April 2013)
- Further review & editorial process
- Editorial written (November 2013)
- Special Edition published (December 2013 - Volume 14 Issue 4).

Outcomes and Learnings

The project to edit a Special Edition of CIEC provided an avenue for furthering discussion and broadening ideas about social justice in EC.

- The papers for the issue were diverse:
 - Conceptual, Indigenous perspectives, historical, leadership, auto-biographical narrative, curriculum (literacy & arts);
 - Europe & Australia.
- The issue affirmed the need for further work to explore the diverse meanings and enactment of social justice in EC (Program 3).

The Special Edition project also contributed to CRN objectives including:

- an increase in HERDC publications –
 - five (of 7) papers in the Special Issue are from CRN members (2 of these were cross institutional).
- the development of cross-institutional collaboration & collegial relationships – several authors are continuing to work together on cross-institutional projects;
- increased research capacity - Annette provided strong leadership and mentoring support for Noella and Sandie (MCRs) assisting them develop and refine their skills, capacities and track records required for successful collaborations – these skills have been subsequently drawn on by Sandie in her Guest Editing of a 2013 Special Edition of Australasian Journal of Early Childhood (Volume 13, Issue 4 in which there are 3 papers by CRN members)

List of papers in Contemporary Issues in Early Childhood Special Edition (14, 4)

Annette Woods, Noella Maree Mackenzie & Sandie Wong. *Editorial.* Social Justice in Early Years Education: practices and understandings, pages 285-289 OPEN ACCESS
<http://dx.doi.org/10.2304/ciec.2013.14.4.285> VIEW FULL TEXT

Zinnia Mevawalla. The Crucible: adding complexity to the question of social justice in early childhood development, pages 290-299

Jeannie Herbert. Interrogating Social Justice in Early Years Education: how effectively do contemporary policies and practices create equitable learning environments for Indigenous Australian children?, pages 300-310

Sandie Wong. A 'Humanitarian Idea': using a historical lens to reflect on social justice in early childhood education and care, pages 311-323

Louise Hard, Frances Press & Megan Gibson. 'Doing' Social Justice in Early Childhood: the potential of leadership, pages 324-334

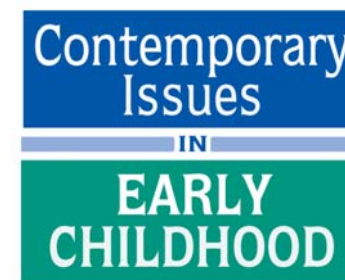
Tuija A. Turunen & Bob Perry. Immigrant-Background Australians' Recollections of Justice, Injustice and Agency in Stories about Starting School, pages 335-344

Beryl Exley & Ariane Richard-Bossez. The ABCs of Teaching Alphabet Knowledge: affordances and challenges of 'weaving' visible and invisible pedagogies, pages 345-356

Felicity McArdle, Linda Knight & Tina Stratigos. Imagining Social Justice, pages 357-369

COLLOQUIA **Peter Moss.** Beyond the Investment Narrative, pages 370-372

Deborah J. Ranz-Smith. Perspectives of the *Titanic*: are we sinking with the ship?, pages 373-378



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