Rethinking Children’s Participation in Curriculum Making: A Rhizomatic Movement

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Abstract

This article is taken, with publisher permission, from the Rethinking Series book: Pacini-Ketchabaw, V. (Ed.) (2010). Flows, Rhythms, and Intensities of Early Childhood Education Curriculum, New York: Peter Lang. In this paper, Chan explores ways young children’s participation in early childhood curriculum making can be conceptualized by using Deleuze and Guattari’s (1987) rhizomatic perspective. The reader is referred to the rest of the book for discussions on a wide range of issues related to post-foundational approaches to curriculum, such as the images of children and educators, pedagogical narrations, reflective practice, transitions and routines, the visual arts, social change, and family-educator involvement in the classroom.

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