

Call for Papers
Special Issue of the *British Journal of Educational Studies* March 2010

Early Childhood Education: policy, pedagogy and practice

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There are clear indications that the theoretical and pedagogical bases of early childhood education are undergoing a process of critical re-evaluation. Reconceptualist research agendas both here and elsewhere (for example in the USA, Australia, Africa and Asia-Pacific region), utilising critical theory, feminist, post-structuralist and postcolonial analytic tools are, increasingly, deconstructing dominant Western discourses of early childhood pedagogy, policy and practice. At the same time recent policy developments, including in the UK *Every Child Matters* and the *Early Years Foundation Stage* and 'No Child Left Behind' in the USA, tap into wider social debates regarding, for example, the roots of disadvantage and underachievement, the purposes of child care and the relationship between families, early years settings and government. All this renders a *BJES* special issue on 'Early Childhood Education' especially timely.

This special issue will 'showcase' the range of conceptual and empirical research in the international field of early childhood education. We welcome papers from a wide range of theoretical, methodological and philosophical perspectives.

Aims and Scope of Journal

The *British Journal of Educational Studies* is one of the UK's foremost international education journals. It publishes scholarly, research based articles on education which draw particularly upon historical, philosophical and sociological analysis and sources. *British Journal of Educational Studies* provides:

- Discussions of educational policy and educational issues that draw on the findings of research
- Articles that review policy developments outside the UK, acknowledging the significance of cross-national policy influences
- Contributions from many academic disciplines and a variety of perspectives
- The most comprehensive book review section of any education journal published in the UK with, on average, sixteen reviews per issue.

The *British Journal of Educational Studies* welcomes articles which discuss basic principles or topics of major importance, especially recent developments in education policy. A variety of perspectives is acceptable. Articles may be written from the point of view of educational philosophy, history, psychology, sociology, management, administration or comparative studies. All papers will be refereed. In the event that there is insufficient space for accepted papers, these will be published in subsequent issues of the journal.

Deadline for submission of papers October 31st 2009.