



Early Childhood Pedagogies

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Articulating the Challenge

developmental psychology, including its modernist pedagogical interventions, continues to serve as the principal framework for defining young children and the roles of those who work alongside them



This challenge is embedded in the view of

the child: a child subject in a permanent process of development toward rationality; detached from ethico-political connotations (Lesko, 2001)

early education: obliterate any engagement that would assume deviations from developmental psychology's innocence (Burman, 2017)



*Either **pedagogy** – like all the human sciences – is remade, reconstructed and updated based on the new conditions of the times, or it loses its nature, its function, its proper capacity to correspond to the times it lives in, and above all to foresee, anticipate and prepare the days of tomorrow.*

Loris Malaguzzi, 1969



How might pedagogy instead of psychology (e.g., child development) propel early childhood education?