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# The Alberta Journal of Educational Research

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## Call for Submissions

Fall 2010 Theme Issue

### *Blurring the Boundaries of Early Childhood Education's Theory/Practice Divide*

Editors: Veronica Pacini-Ketchabaw  
and Larry Prochner

The *Alberta Journal of Educational Research* invites submissions from researchers working in Canadian contexts whose interests include exploring the potential for postfoundational theories to revitalize discussions on the division between theory and practice in early childhood education.

In the past two decades, postmodern, poststructural, feminist, and postcolonial, among other postfoundational theories, have revolutionized the field of early childhood education. At the same time, critiques have been presented that question the relevance of postfoundational theories to everyday early childhood education practices.

Postfoundational theories have the potential to disrupt normalizing early childhood education discourses that create and maintain social inequities in society, and to respect differences and diversities. Given the importance of diversity in the Canadian context, it seems relevant to challenge the notion that postfoundational theories are primarily theoretical enterprises and explore how the theory/practice binary has been situated within traditional early childhood education discourses.

Binary or dualistic positions such as theory/practice are problematized in postfoundational theories and presented as ways of constituting and perpetuating power relations in the field. Whereas much of the literature in early childhood education views theory and practice as separate categories and refers to the application of theory to practice, postfoundational theories attempt to work within the intra-active nature of theory and practice.

Submissions must be received by October 15, 2009.

For submission guidelines, visit the *AJER* Web site

<http://www.education.ualberta.ca/educ/journals/ajer.html>

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