Articles

Amanda Benjamin
143 Double Bagged or Fries With That: Adolescents’ Perceptions of the Job Market in Four Urban Vancouver Secondary Schools

Kirk Anderson
Keith Walker
Edwin Ralph
157 Practicum Teachers’ Perceptions of Success in Relation to Self-Efficacy (Perceived Competence)

David W. Chorney
171 Today’s Physical Education Teachers: An Inquiry Into Exceptional Practice

Lorenzo Cherubini
185 New Teachers’ Perceptions of Induction: Insights Into Principled Practices

Jim Henry
Christina Wai Mui Yu
199 Enhancing Creativity with M.U.S.I.C.

Neil Gislason
212 Understanding Hong Kong Business Teachers in Action: The Case of Formulation of Teaching Strategies

Research Note
Darlene Ciuffetelli Parker
Joseph Flessa
249 Poverty and Education: New Research in Ontario Schools

Book Reviews
Teddy Moline
253 Cyber-Bullying: Issues and Solutions for the School, the Classroom and the Home by Shaheen Shariff

Karen Loerke
259 Global Migration and Education: Schools, Children, and Families edited by Leah Adams and Anna Kirova

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845 EDUCATION CENTRE SOUTH
UNIVERSITY OF ALBERTA
EDMONTON AB T6G 2G5 CANADA
E-mail: ajer@ualberta.ca

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Larry Prochner, Editor
Alberta Journal of Educational Research
Faculty of Education
845 Education Centre South
University of Alberta
Edmonton, AB T6G 2G5
CANADA
Tel: (780) 492-7941
Fax: (780) 492-0236
E-mail: ajer@ualberta.ca
Call for Submissions

*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

Authors should send inquiries to: Veronica Pacini-Ketchabaw, University of Victoria, by e-mail: vpacinik@uvic.ca. Send manuscripts, indicating Theme Issue, to Veronica at ajer@ualberta.ca