

Special Edition of Journal of Early Childhood Teacher Education: *Reflections on Practice*.

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Many contemporary curriculum frameworks in ECEC identify 'ongoing learning and reflective practice' as one of the principles that underpin effective early childhood pedagogy. Educators are urged to "reflect" - think critically about what they are currently doing and reconsider the reasons behind what they do. For early childhood teachers and researchers the term reflective practice has been taken up 'from every political and ideological perspective' (Zeichner, 2008), and the concept of reflective practice continues to have multiple meanings, and is used in different ways to different ends. In 2008, Zeichner asked: *Has reflective teacher education supported genuine teacher development?* Zeichner's review reaching back over thirty years questions whether the term "Reflective teaching" had been taken up and become so overused that it had lost all meaning and power.

This Special Edition of JECTE (issue 4, 2017) entitled *Reflection on Practice* aims to explore the diversity of uses and understandings of reflective practice in the contemporary field of teacher education in ECEC. The issue will publish papers and colloquia that critically consider and interrogate contemporary theory, approaches and practices from a teacher education perspective.

As U.S. education philosopher Maxine Greene (1979) has said:

The concern of teacher educators must remain normative, critical, and even political. Neither the teachers colleges nor the schools can legislate democracy. But something can be done to empower teachers to reflect upon their own life situations, to speak out in their own ways about the lacks that must be repaired, the possibilities to be acted upon in the name of what they deem to be decent, humane and just. (p. 71).

For this special edition we invite scholarship from across the globe highlighting how teacher educators are conceptualizing and practicing reflection with pre and inservice teachers. We welcome a variety of forms of scholarship including empirical research, commentary, and literature reviews. Potential topics include:

- Pedagogies of reflection
- Reflection and its place in early childhood teacher education
- The politics of reflective pedagogies in early childhood teacher education
- Theories of reflection and their role in early childhood teacher education
- Helping early childhood teachers reflect in an era of standardization

Papers should center on specific practices used within higher education settings pertaining to early childhood teacher education and preparation, or field practices geared toward professional development for early childhood teachers. The practices emphasized within the

writing should build upon a strong theoretical framework, rather than detail the practices alone.

- Call for Papers circulated (March 2017)
- Full papers submitted (June 30, 2017)
- Papers Peer reviewed
- Papers accepted with revisions (August, 2017)
- Special Edition published (September, 2017 - Volume 38 Issue 4).

Greene, M. (1988). *The dialectic of freedom*. New York and London: Teachers College Press.

Zeichner, K. (2008). A critical analysis of reflection as a goal for teacher education. *Education & Society*, 29 (103). Online version.