



# EECERA European Early Childhood Education Research Association

## **EECERA Book Series: Guidance for Authors and Editors**

**'Towards an Ethical Praxis in Early Childhood: From Research into Practice'**

**Series Editors: Nancy Barbour, Joao Formosinho and Chris Pascal**

*(under the auspices of the EECERA Coordinating Editor, Tony Bertram)*

### **Rationale for book series**

Over recent years there has been a strong shift internationally towards the development of a strengthened knowledge base for practice in early childhood education and care. Researchers are also increasingly expected to demonstrate the impact of their work and its contribution to the social, economic and educational life of society. This emphasis on informed policy and practice has coincided with a rapid increase in the amount, range and status of research in the field of early childhood as governments across the world have made increasing investments into this area of social and educational policy and practice. The texts in this series will reflect these developments and feed into and support the further development of the discipline of early childhood studies as a field of research and high academic endeavour, with a particular focus on knowledge and reflection which has a high level of relevance and topicality for those at the front line of decision making and professional practice.

The EECERA Book Series ('Towards an Ethical Praxis in Early Childhood: From Research into Practice') offers an innovative and exemplary vehicle for the international early childhood sector to develop transformative pedagogy which demonstrates effective knowledge transfer from research to the development of ethical praxis. The Book Series is designed to complement and link with the European Early Childhood Education Research Journal (EECERJ), which is primarily a worldwide academic platform for publishing research according to the highest international standards of scholarship. The EECERA Book Series aims to combine rigorous practice with theoretically and research informed perspectives and to demonstrate how this knowledge can be used to develop and improve the quality of early education and care services to young children and their families. It is also intended to stimulate dialogue about the impact of such research studies.

The approach taken in the book series will not be a linear one of research to practice but rather will be a realisation of a fusion of research, theoretical, conceptual and philosophical perspectives, values and ethics, which we term '**Ethical Praxis**'. This fusion is embodied in all EECERA research and development activity, but we anticipate the book series will have a stronger focus on the development of practice and/or policy, as stimulated by research processes and outcomes. In addition to offering a forum for plural, multi-disciplinary and multi-method research approaches, the series will offer a strong model of praxeological processes, which

foreground issues of ethics and power in the development process. The aim through the series is to exemplify research informed, reflective, dialogic practice which has the capacity to secure deep improvements in the experience of cross national early childhood services.

### **Nature of books in the series**

The book series will acknowledge pedagogy as a branch of professional/practical knowledge which is constructed in situated action in dialogue with theories and research and with beliefs (values) and principles). Pedagogy is seen as an 'ambiguous' space, not of one-between-two (theory and practice) but as one-between-three (actions, theories and beliefs) in an interactive, constantly renewed triangulation. Convening beliefs, values and principles, analysing practises and using several branches of knowledge (philosophy, history, anthropology, psychology, sociology amongst others) constitutes the triangular movement of the creation of pedagogy. Pedagogy is thus based on praxis, in other words, an action based on theory and sustained by belief systems. Contrary to other branches of knowledge which are identified by the definition of areas with well-defined frontiers, the pedagogical branch of knowledge is created in the ambiguity of a space which is aware of the frontiers but does not delimit them because their essence is in their integration.

The books in this series will embody this approach to the development of a pedagogic discipline and working in this tradition, the books will be:

- topical and timely, focusing on key issues and new knowledge
- plural, multi-disciplinary, multi-method
- provocative, ground breaking, innovative
- critical, dialogic, reflexive
- open, polyphonic, prismatic

We propose that the books in the series will have the following features:

- strongly and transparently positioned in the socio-cultural context of the authors
- practice or policy focused but based on research and with strong conceptual/theoretical perspectives
- praxeological, with a concern for power, values and ethics, praxis and a focus on action research, the learning community and reflexive practitioners
- view early childhood pedagogy as a field in itself, not as applied psychology or sociology
- open to global contributions but giving voice to Europe's traditions and innovations
- concerned with social justice, equity, diversity and transformation
- concerned with professionalism and quality improvement
- working for a social science of the social
- include a critical reflection/commentary on the ideas presented
- NOT set out to be a text book for practice but a text for professional and practice/policy development

**In summary**

The strength of the EECERA Book Series lies in its difference to these existing series. In summary we see the key added value we will offer in this series as being:

- academic style and rigour
- research based
- underpinning conceptual/methodological sources
- sustained by existing knowledge with a focus on knowledge transfer and impact/applications for thinking and actions
- authored by academics/researchers/practitioners
- praxeological focus (reflective practitioners; learning communities)
- springs from a community of practice which is plural in essence

**Commissioning process**

Authors will be recruited through EECERA from our international network of researchers and practitioners, and will be chosen on the basis of their expertise in the topics in the series. Authors will be recruited by the Book Series Editors and their proposals, which set out the contents of their book, and will be prepared in accordance with the Publisher's guidelines, will be subject to scrutiny by the EECERA Coordinating Editor and the approval of the EECERA Board of Trustees before submission to the publishers.

All book proposals will be subject to an EECERA peer review by three EECERA appointed reviewers, two of whom will be specialists in the topic area of the book. Authors will be asked to address comments raised by reviewers. The proposal will then be submitted to T and F to undergo for the publishers peer review process.

Once a proposal has been approved by the EECERA Board of Trustees and the publishers, commissioning contracts with authors will be arranged through the EECERA Coordinating Editor.