

**Call for Book Chapters**  
**Pedagogy, Curriculum & Professionalism: International perspectives in early  
childhood initial teacher education**

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The early years, from birth to eight years (UNICEF, 2024), are widely recognised as crucial for children's development. Children's brains develop rapidly during this period, and their experiences and relationships with their environment and people significantly impact their growth (DET, 2017). Children need support from adults, including parents, caregivers, educators, and teachers, to ensure their learning and healthy development. Early Childhood Education and Care (ECEC) is rapidly expanding globally, leading to an increasing number of children attending ECEC centres. This highlights the need to invest significantly in early childhood (EC) professionals to ensure high-quality ECEC. The supply and quality of professionals are crucial for supporting children's learning and development (Boyd & Garvis, 2021).

It is essential for early childhood education and care (ECEC) professionals to possess high qualifications. Research indicates that factors such as motivation, training, and workplace environment play a significant role in determining the quality of EC professionals (OECD, 2019). Studies have shown that many early childhood services in various countries struggle with high turnover and a shortage of EC professionals (Turner & Theilking, 2019; Ng et al., 2023). This turnover leads to significant training and replacement costs for educational systems (Jackson, 2020). Interestingly, few countries consistently provide such services despite the recognised importance of early education. The OECD (2019) report highlights the absence of a global policy explicitly addressing the link between pre-service and in-service education, staff training, working conditions, and staff practices. The training for working with children lacks universality, and training for EC professionals is not standardised. Improving the quality of EC teacher education programs can encourage students enrolled in these programs to pursue careers in ECEC teaching. This will improve outcomes for the children they teach, their families, and society. Furthermore, enhancing the quality of EC teacher education programs can raise the status of ECEC by recognizing the importance of professional status. Consequently, it can potentially address the teacher shortage and reduce turnover in EC professions (Boyd, 2020).

According to the SDGs report (2022), there is a worrying trend where 24 million learners from pre-primary to university level are not returning to formal school settings after the COVID-19 pandemic. This highlights the importance of creating a quality

education system to achieve SDG goal 4. This involves developing a research-based curriculum, pedagogical frameworks, and practical placements with targeted mentoring. It is also essential to build the capacity of mentors for early childhood pre-service teachers so that they are prepared to work with young children (Australian Children's Education & Care Quality Authority, 2023). Given the current global focus on improving early childhood initial teacher education, this book will be a valuable addition to early childhood research and teaching. It will provide insights into the understanding, challenges, tensions, experiences, and ambivalences of academics, scholars, researchers, and professionals in early childhood teaching and learning from various countries.

In this book, we aim to contribute to the EECERA collection by focusing on knowledge creation and reflection on the early childhood initial teacher education curriculum, pedagogy, and professional placement experiences of EC preservice teachers. The focus is to gain insights into pedagogy, curriculum design, and professional placement practices within EC's initial teacher education programs to understand the capacity development of EC pre-service teachers as the future EC workforce. We will explore how established initial teacher education policies and practices promote pre-service teachers' confidence in working in diverse cultural contexts within early childhood settings. **The book will be divided into three parts: EC curriculum design, pedagogical practices, and professional placement experiences.** It will feature contributions from international academics from Australia, the US, Hong Kong, Singapore, China, Europe, Indonesia, Bangladesh, and India. The themes covered in the book will include pedagogy, curriculum debates, the integration of Generative Artificial Intelligence (GenAI), Virtual Reality (VR) simulations in EC ITE programs, and moving beyond Western hegemonic views by respectfully integrating non-Anglophonic cultural and Indigenous perspectives and inclusive practices. Furthermore, the book will focus on diverse learning needs, STEAM/STEM/Makerspace pedagogy, innovative technologies, contemporary early childhood theoretical lenses in EC ITE education, and the professionalism of early childhood practitioners and preservice teachers' experiences during their initial education courses and practicum settings. The need for global scholarship on these topics will help educators and policymakers navigate the complexities of modern early childhood education and ensure that future teachers are equipped with the skills and knowledge needed to succeed in diverse and dynamic environments.

We invite contributions from **international scholars and practitioners from all sociocultural backgrounds, theoretical traditions, and methodological frameworks** to submit a maximum 250-word chapter abstract related to the theme "***Pedagogy, Curriculum & Professionalism: International Perspectives in Early Childhood Initial Teacher Education.***" Submissions can include systematic reviews, policy analyses, survey reports, case reports, innovative methodological solutions, and empirical studies

relevant to specific cultural or international contexts. All submissions should be understandable to a lay audience and follow the APA 7th referencing style.

**Suggested topics:**

1. How do early childhood pre-service teachers (PST) engage and practice Early Childhood initial teacher education in the classroom environment?
2. The voices and learning experiences of PSTs related to EC ITE.
3. How do early childhood academics design EC ITE curriculum plans/frameworks based on current industry needs and government policy?
4. Incorporating technologies as an effective play based pedagogical approach in EC ITE classroom environments.
5. Integrating Generative Artificial Intelligence (GenAI) and Virtual Reality (VR) simulations into EC ITE programs.
6. Incorporating inclusive and Indigenous curriculum and pedagogical approaches in EC ITE programs.
7. Maintaining professionalism, cultural competency and understanding leadership experiences of PSTs during their EC ITE courses and practicum settings.
8. The role of research and policy frameworks in teaching early childhood initial teacher education.
9. Understanding and incorporating nature-based pedagogy in EC ITE programs and unpacking its benefits.
10. The relationship between PSTs and mentor teachers during their time in practicum settings.
11. Supporting pre-service teacher's knowledge and practice around Special Education Needs (SEN) in EC settings.
12. Achieving UN SDG 4, 5, 8, 10, and 16 (and even SDG 13, 14, 15) through EC ITE programs and targeting to reduce teachers' turnover worldwide.

**TIMELINE**

**Chapter abstract submission no later than Monday 14<sup>th</sup> October 2024**

*Each chapter abstract **must** make clear and valid links to, Early Childhood Initial Teacher Education (EC ITE), and cover:*

- *The scholarly or research aims for the work to be reported in the chapter*
- *The context or setting for the work including the EC ITE (birth to eight years old) in focus*
- *The theoretical or conceptual framework adopted*
- *The research methods used (if appropriate)*
- *The chapter's main claims and/or findings*
- *Conclusion for policy, research, and/or practice*
- *A list of important references (not counted in the 250-word limit)*

**Notification of abstract acceptance and editors' feedback by Monday 25 November 2024.**

*An invitation to submit a full chapter will not be a guarantee of acceptance. All manuscripts will undergo the double blinded peer review procedure as well as EECERA Book series editorial reviews.*

**Submission of full manuscripts due on Monday 30 June 2025**

*Manuscripts will be returned with peer-reviews. Authors are expected to make amendments where appropriate.*

*It is expected that author/s will provide a conclusion (brief conclusion with recommendations that **makes links to both the EC ITE in focus and the overall aims of the book**).*

**Full book submitted to publisher (anticipated) in December 2025**

**CONTACT**

- Please submit your chapter abstract to the three editors via email with a subject line “**PCP: International perspective in EC ITE**”.

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