



# **Storying Learning in Early Childhood: When Children Lead Participatory Curriculum Design, Implementation, and Assessment (Rethinking Childhood)**

*Elizabeth P. Quintero*

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*Storying Learning in Early Childhood* documents philosophical, research, and critical questions about notions of childrens' experiences and learning potential that heavily influence the profession. Critically created, child-centered curriculum and assessment collaborations focus on contexts of homes, schools, and communities. This book brings into focus policy issues, economic issues, and political realities that affect us all as we engage in curriculum and assessment. Patterns of findings under the foci of critical, responsive curriculum and authentic assessment for all children have illustrated new questions, provoked new trajectories of informants, and reiterated connections to dynamic issues in early childhood internationally. The work involved in curriculum and assessment points to international discussions about what is «quality» in early care and education and who has the power to decide. These international dynamics highlight the inevitable connections among programs for young children, policies, and politics. Further consideration regarding multiple histories, strengths, and needs of young children also illustrate little-discussed refugees and migrating people around the world - and their children - who are growing and experiencing life wherever they are living in a variety of situations with or without support.

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