



Unsettling the Colonial Places and Spaces of Early Childhood Education (Changing Images of Early Childhood)

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Unsettling the Colonial Places and Spaces of Early Childhood Education uncovers and interrogates some of the inherent colonialist tensions that are rarely acknowledged and often unwittingly rehearsed within contemporary early childhood education. Through building upon the prior postcolonial interventions of prominent early childhood scholars, *Unsettling the Colonial Places and Spaces of Early Childhood Education* reveals how early childhood education is implicated in the colonialist project of predominantly immigrant (post)colonial settler societies. By politicizing the silences around these specifically settler colonialist tensions, it seeks to further unsettle the innocence presumptions of early childhood education and to offer some decolonizing strategies for early childhood practitioners and scholars. Grounding their inquiries in early childhood education, the authors variously engage with postcolonial theory, place theory, feminist philosophy, the ecological humanities and indigenous onto-epistemologies.

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