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TELLING AND LIVING THE TRUTH: SUBJECTIVE UNIVERSALS DECLARED
AND EMBODIED IN EARLY CHILDHOOD CURRICULUM NARRATIVES (327
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Numerous challenges face early childhood educators striving to think, speak and act democratically in American public schools. Not least of which are the dogmatic thought traditions, mastery oriented discourses, and authoritarian structures of management that are engrained into our cultures of curriculum. Therefore, for a teacher of young children to engage in practices that are consistent with the democratic rhetoric of their institutional mission statements they must think, voice and act upon non-dogmatic and thus counter-cultural ideas.

This research sheds light upon ethical commitments expressed through the truth telling stories of six public school early childhood teachers', including myself, who work with and against the grains of their cultures of curriculum. Utilizing a critical bricolage methodology, a collective narrative, structured by Pinar's (2012) notion of currere, was created. Simultaneously deconstructing mastery oriented discourses and reconstructing discourses of event, this research embraces an immediate empiricism that is germane to the everyday life happenings of public school early childhood teachers in the United States. Accordingly, a Deweyan transactional process of knowing was put in dialogue with Alain Badiou's democratic ontological assumptions and notion of ethical fidelity as analytical tools.

Expressed as “subjective universals”, early childhood teachers’ reflections and articulations of events exhibited democratic qualities. The teachers testified of their fidelity to carry out the democratic virtues enunciated in their stories in daily classroom practices. Through open-ended problem solving artistries these curriculum workers demonstrate their own sense of historical agency by thinking, speaking and acting assertively, yet with humility.