Global Studies of Childhood

Editorial 10(2) 2020

This is the second edition of Global Studies of Childhood for 2020. What a turbulent and tumultuous time we have been through and it is only the end of March. We have witnessed a pandemic that has for the first time occurred in the context of globalisation and is the first in the 21st century. The situation that we find ourselves in reveal the complexities and interdependencies of living in these contemporary times and the diversity of issues that have arisen reflect the range of topics that we have included and highlighted in Global Studies of Childhood in the past decade of our existence since we first began publishing in 2010.

We begin this edition with Andersson and her paper *Child poverty in rich contexts: the example of Sweden*. We discover that 'Sweden is one of the countries with the lowest number of children growing up in poverty; its material standard is high, and welfare services are extensive and heavily subsidised.' In this context Andersson discusses poverty and the welfare state and takes a different view involving alternative possibilities of social imagination that are traditionally aligned with a middle class fantasy. Andersson contends that understanding the elements of this social imagination are critical to understanding how poverty is enacted in Sweden.

In *Adultization and blurring the boundaries of childhood in the late modern era*, **Firinci Orman** argues that childhoods have been transformed via globalisation, that require a reconceptualisation of what it means to be a child and adult. In this paper the argument against the disappearance of childhood is presented and Firinci Orman suggests that the new ways of considering childhoods can incorporate the notion of 'adultization'.

Hurst's paper, *Re-theorizing the pre-adolescent child in school age care relates to work that takes place in School Age Care (SAC)* is set in an under researched topic. The article describes a participatory and ethnographic research project that was designed to document older children's experiences of a SAC setting. Normative discourses of SAC children as deficit are

challenged with Foucauldian theory. The paper considers the ways in which the participants 'actively engaged with language, architecture and resources in the SAC setting to actively construct themselves as a more mature, distinct category of child'. It has important ramifications for SAC practitioners and the ways in which they might plan and make available activities for this group.

Land, Hamm, Yazbeck, Brown, Danis and Nelson work with stories of children's relationships with place and technology in their work on *Doing pedagogical intentions with Facetiming Common Worlds (and Donna Haraway)*. Their work is part of a major global research project called Common Worlds which explores intentional teaching practices in complex scenarios that go beyond simplistic interpretations of young children learning. They reflect on Donna Haraway-inspired intentions to inform their work with young children and the more than human elements that characterise new learning ecologies.

In her article *Valuing children's voices across diverse global contexts* Streelasky reports on a two year collaborative project between 5 year old children in Canada and Tanzania. Children shared arts based multimodal texts related to their lifeworlds. The artefact created revealed both similar and different aspects of their cultural lives which highlighted points of intersections and differences that were then useful to springboard discussions and further sharing.

In *Moral Education in Hong Kong Kindergartens: An analysis of preschool curriculum guidelines*, Chan reports that concerns about young children's moral development are being included and enacted in preschool curriculum with programs that 'promote the moral development of young children'. She maintains that creating a curriculum that reflects shared beliefs about what constitutes healthy personal development enables educators to plan more effectively to support young children as they negotiate the complex social and emotional issues that are now so prevalent in the complex times that we live in.

In the article *Belonging and Language*, Peers interrogates the notion of 'belonging' which is such an integral part of the discourse around the early years learning framework in Australian early childhood education. In the article Peers indicates that he is linking belonging and

notions of place and context, via existentialist philosophy and in particular draws on ideas from Derrida.

The topic of *Monetised Childhoods: Money and Consumption among Young Weavers in Addis Ababa, Ethiopia* by Taye uncovers the lives of working children in the country. It presents narratives of life history among Gamo weavers who contribute a great deal to Ethiopian society. The money that they generate fuel a consumption economy that is quite different and gendered.

The colloquia pertain to Africa's young leadership and early childhood development by Makokoro, and the aspirations of Indonesian children by Pranoto and Kurniawati.

Our review is of the book: *Encounters with materials in early childhood education* by Paulina Semenec.

The empirical papers, colloquia and book review, that are included in this edition reflect the wide diversity of project and topic which characterise the Global Studies of Childhood and encourage us to think about topics in new and alternative ways so that we are able to make a contribution to the lives of children across the globe.

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