Post-Vygotskian lenses on Western early childhood schooling: Moving the debate forward

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The narratives surrounding early childhood education have been called into question in recent times. Cross-cultural analyses of educational practices and their associated theoretical perspectives have highlighted the ethnocentric framework of early childhood education in Australia. This paper discusses the traditional practices and the theories that have been adopted by professionals within Australia. In particular, the implicit codes of Western schooling are called into question. Video and transcript data will be used to present the narratives of some Australian Indigenous families regarding their children's early childhood schooling experience.

Examples of reading process skills in Indigenous communities will feature and will be contrasted with Western literacy practices. Some taken for granted assumptions about learning in a Western context will be discussed. Pedagogical issues regarding community vs individual learning approaches will also be considered. Assumptions about the nature and content of learning possibilities in early childhood will be explored. The narratives surrounding early childhood education will be examined and challenged.