

Editorial

The International Journal of Equity and Innovation in Early Childhood (IJEIEC) aims to explore and advance early childhood education and thinking about childhood by publishing work that illustrates, extends, inspires and provokes innovative approaches to the theory and practices of social justice, children's rights and equity in services for and relationships with young children.

This edition of IJEIEC continues to bring that vision to life. Articles from Europe, USA and Australia point to a key challenge for those of us working with issues of diversity and equity in an increasingly globalised world. The challenge is to learn from others whilst not assuming diversity policies and practices from one area of the world are readily transplanted to another. If we merely transpose principles and practices we risk growing new forms of colonisation turning our work for equity and social justice into a colonising rather than a liberating force. As you read and reflect on the articles in this IJEIEC we would welcome your comments about their relevance to your context. Bevan Cassidy, a Nywaigi Warrior of the Nywaigi Nation in North Queensland, Australia writes powerfully why systemic changes are needed to strengthen equity for Indigenous Australians in the early childhood field. How can his analysis of what is needed for Indigenous voices to be strong and honoured in and through early childhood work meet with the European concerns and perspectives on equity and diversity that Vandembroeck shares with us? How do they each speak to you, what do

they share and where do they connect with you in your context?

Bevan, Townsend-Cross, Cassidy and Vandembroeck and Wilgus each offer contributions that connect the past with the present reminding us that the after-effects of European colonisation are power-effects. Whiteness is one theoretical and political space in which these power effects are living. Boldt engages us with these effects from within the USA context. Townsend-Cross shows us of how the power of relatedness in Australian Indigenous communities can challenge the after-effects of dispossession and Wilgus points to the need for critical pedagogies that disrupt Francocentric policies and practices for immigrant children in French early childhood contexts. Linking these explorations are the place of relations of power in race relations and how these relations play out differently in different contexts but continue to be at play with real effects across all contexts.

In this IJEIEC we hope these contributions to discussions of diversity, difference and respect can provoke more possibilities for equity and social justice in local contexts and offer insights about how the power-effects of colonising ideas can be challenged in and through early childhood research and practice.

Glenda Mac Naughton
Centre for Equity and Innovation in Early Childhood, The University of Melbourne, Australia

*Editor, International Journal of Equity and
Innovation in Early Childhood*