

The theories and analyses of post-structural thinkers such as Michel Foucault can seem a long way from practice in early childhood services. In recent years, however, many early childhood researchers and practitioners have found this work important and this fascinating book brings together a range of research and case-studies showing how teachers and researchers have brought post-structuralism to the classroom. The book covers such issues as: becoming post-structurally reflective about truthmapping classroom meaningstactics of rhizoanalysisbecoming again in critically-knowing communities. Case-studies and examples taken from real situations are used and will be of interest to anyone studying or researching early childhood practice and policy.

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