

CRITICAL CULTURAL STUDIES OF CHILDHOOD

# YOUTH WORK, EARLY EDUCATION, AND PSYCHOLOGY

Liminal Encounters

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Edited by Hans Skott-Myhre, Veronica Pacini-Ketchabaw  
& Kathleen S. G. Skott-Myhre



## CRITICAL CULTURAL STUDIES OF CHILDHOOD

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### *Series Editors:*

Marianne N. Bloch and Beth Blue Swadener

This series focuses on reframings of theory, research, policy, and pedagogies in childhood. A critical cultural study of childhood is one that offers a “prism” of possibilities for writing about power and its relationship to the cultural constructions of childhood, family, and education in broad societal, local, and global contexts. Books in the series open up new spaces for dialogue and reconceptualization based on critical theoretical and methodological framings, including critical pedagogy; advocacy and social justice perspectives; cultural, historical, and comparative studies of childhood; and post-structural, postcolonial, and/or feminist studies of childhood, family, and education. The intent of the series is to examine the relations between power, language, and what is taken as normal/abnormal, good, and natural, to understand the construction of the “other,” difference and inclusions/exclusions that are embedded in current notions of childhood, family, educational reforms, policies, and the practices of schooling. *Critical Cultural Studies of Childhood* will open up dialogue about new possibilities for action and research.

Single-authored as well as edited volumes focusing on critical studies of childhood from a variety of disciplinary and theoretical perspectives are included in the series. A particular focus is in a reimagining and critical reflection on policy and practice in early childhood, primary, and elementary education. The series intends to open up new spaces for reconceptualizing theories and traditions of research, policies, cultural reasonings, and practices at all of these levels, in the United States, as well as comparatively.

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Edited by Hans Skott-Myhre, Veronica Pacini-Ketchabaw, and Kathleen S. G. Skott-Myhre

# YOUTH WORK, EARLY EDUCATION, AND PSYCHOLOGY

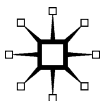
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Liminal Encounters

Edited by

*Hans Skott-Myhre, Veronica Pacini-Ketchabaw,  
and Kathleen S.G. Skott-Myhre*

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YOUTH WORK, EARLY EDUCATION, AND PSYCHOLOGY

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**Luke Kalfleish** trained as an English teacher at Brock University Teacher's College. He is currently completing his MA in Child and Youth Studies at Brock University. A student of Hans Skott-Myhre, Luke is interested in exploring pedagogical practices based within ontological frameworks, specifically immanent theories of affect and subjectivity. Luke is the founder and organizer of the Alternative Education Speaker Series, a series of talks based on pedagogical opportunities in the field of youth work. The series is aimed at bringing students, educators, and community members together, to discuss and build possible alternatives for educational practice.