
Keynote Presentation: Constructing childhood wellbeing, identity and sense of community in an effectiveness era

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There are many confounds involved when determining what is in the best interests of children. Early Childhood Education and Care (ECEC) research, whether large-scale and longitudinal in design or small-scale focused work, is scrutinized for its usefulness on several grounds. The merit of ECEC research to guide policy, justify funding decisions, specify regulations, or change curriculum gives rise to scrutinizing questions by policy-makers, funding bodies and curriculum developers. Professionals dance between epistemologies, research, policies and practices as they try to help children to be, to become and to belong. This paper addresses some issues with regard to ECEC research where 'social capital', 'sense of community' and 'wellbeing' are in consideration and subject to measurement.