

Learning Stories: Constructing Learner Identities in Early Education



Margaret Carrs seminal work on Learning Stories was first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following. In this new book, the authors outline the philosophy behind Learning Stories and call on the latest findings from the research projects they have led with teachers on learning dispositions and learning power to argue that Learning Stories can construct learner identities in early childhood settings and schools. By making the connection between sociocultural approaches to pedagogy and assessment and narrative inquiry, this book contextualizes learning stories as a philosophical approach to education, learning and pedagogy.

Chapters explore how Learning Stories: help make connections with families; support the inclusion of children and family voices; tell us stories about babies; allow children to dictate their own stories; can be used to revisit childrens learning journeys; can contribute to teaching and learning wisdom. This ground-breaking book expands on the concept of Learning Stories, and includes examples from practice in both New Zealand and the UK. It outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed, and shows through research evidence why the early years is such a critical time in the formation of learning dispositions.

Margaret Carr is a Professor of Education at the University of Waikato, New Zealand. Wendy Lee is Director of the Educational Leadership Project, New Zealand.

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