

More opportunities for all children

The book that will make you wiser about how to approach the work in pre-schools from a norm-critical and gender equality pedagogical perspective.

What is gender blindness? Why doesn't it make sense to talk about gender-neutral pedagogy? Why is it important that both pre-school teachers and teachers implement a gender-equal perspective in their practices? How can we work with norm-critical consciousness as a pedagogical tool? How do we cooperate with parents about giving all children more opportunities? What is the task of the pedagogue - and what is a gender identity?

These questions are just some of the topics the book addresses.

The book is based on both theory, and on a project in a daycare center in Copenhagen in Denmark, where the pedagogue's experiences are passed on as examples to learn and build from. The hope is to spread inspiration for others in implementing this important perspective into their daily work.

“We know that potential is ungendered, and with that knowledge we are all committed to counteract stereotypes and create spaces for children to develop holistically. For the benefit of the individual child's developmental opportunities, well-being and learning, and for the benefit of the community's social sustainability”

CECILIE NØRGAARD – EDUCATIONAL AND GENDER SOCIOLOGIST.
(IN THE PREFACE.)

“We know it well: gender has come to stay. We come into the world, and the first thing that is said about that arrival is “It's a boy!” or “It's a girl!”. So far, so good ... or is it? Already in this welcome salute are many culturally embedded expectations of that boy or girl.”

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