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Educational Change in International Early Childhood Contexts: Crossing Borders of Reflection (International Perspectives on Early Childhood Education)

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Co-published with the Association for Childhood Education International (ACEI), *Educational Change in International Early Childhood Contexts: Crossing Borders of Reflection* examines the role of teacher reflection in a variety of educational contexts worldwide. Using a case study approach that integrates research, theory, policy, and practice, international contributors show how, in some settings, local traditions and values are honored while, in others, international educational ideas and programs become modified to suit local needs. Cases from Japan, China, Palestine, South Africa, Kenya, Finland, Italy, and New Zealand are discussed, as well as models from the United States.

Through its thorough investigation into teacher reflection practices throughout the world, *Educational Change in International Early Childhood Contexts: Crossing Borders of Reflection* focuses on the transformative value of these practices to promote change in early childhood education. Framing commentary from Linda R. Kroll and Daniel R. Meier provides context and places the case studies in conversation with one another, allowing for productive international comparisons in this dynamic collection.

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