

Abstract

- The study explores alternative narratives of art education to bring the new perspectives in early childhood education and care (ECEC) in Japan. In times of globalization, diversity, and uncertainty, the field of early childhood education and care as well as political and economic world are under the pressure of searching for "panacea," and being governed by "dominant discourses" (Moss, 2018). This situation may enforce teachers for carrying out "prophetic pedagogy" (Malaguzzi, 2016). In other words, this type of practice may deprive the children's wonder and thinking as well as the rights as citizens. We need for creating and guaranteeing space, time, and materials for the children to be co-constructors of knowledge, researchers, and inventors for the world.
- In these days, art thinking has been highlighted not only for the field of education, but also in business (Akimoto, 2019). Art thinking emphasizes the importance of raising questions and expressing new views. In terms of art and art education, Malaguzzi (2010) said that we must go beyond materials and techniques to stop and look at processes of empathy and intense relations with others. Although, he talked about this relating to atelier and atelieristas, we, the researchers of the study, explored the possibility of preschools/nursery-schools to become the places of creating new ideas and ways of living through having relations with things, people, and space.
- The study was empirical, thus, the researchers collaborated with Seishin Yochien integrated centre for ECEC (Early Childhood Education and Care) to share their processes of practice. The documentations and art works revealed pedagogy of listening and providing materials, space, and time are important for the children to create new stories of life. and expanded their views of art and art education.
- The art thinking in ECEC has possibility to bring the freshness and originality of approach to life.