Call For Voices From Classroom

Submission Deadline
(Initial Proposal/Abstract)
February 26, 2026.

beyond

TRANSFORMATIVE ART INQUIRY LAB FOR EARLY CHILDHOOD

Teachers as Creative Inquirers

Introduction & Vision

Critical and Reflective Voices from the Classroom

Every day, classrooms serve as living laboratories. Yet the profound, microscopic knowledge generated by teachers on the ground is too often excluded from the mainstream of research and even from decision-making for new challenges in the field. As the Beyond Transformative Art Inquiry Lab for Early Childhood believes that teachers are the ultimate researchers, this call is an invitation to step away from clinical, top-down educational standards and step into the raw, material, and transformative realities of your practice. 'Voices from the Classroom' is not a series of sterile lesson plans; it is a space for pedagogical disruptions, aesthetic inquiries, and lived classroom philosophy. If you are an educator or field practitioner who listens deeply to materials, questions traditional frameworks, and documents the more-than-human magic of daily learning, we want your voice.

We welcome submissions that engage with themes including but not limited to:

Critical Aesthetic Inquiry
Relational ethics
More-than-human perspectives
Material agency
Uncertainty, emergence, and indeterminacy
Decolonizing early childhood education
Teacher inquiry and practitioner research
Interdisciplinary and cross-boundary Lenses
Creativity
Beyond developmental norms

We are particularly interested in contributions that challenge conventional assumptions and open alternative possibilities for thinking, learning, and being with early childhood learners.

- Material-centered inquiries (collaborations with clay, wire, light, paint, or natural environments).
- Observational, emergent, narrative-based, and poetic documentations of early childhood and primary spaces.
- Critiques of traditional classroom environments and moves toward decolonial, fluid pedagogies

Core Conceptual Pillars Introduction

- Critical Aesthetic Inquiry: Exploring art and documentation not as mere display, but as a critical tool for generating knowledge.
- Relational Ethics: Navigating the deep, responsive, and accountable relationships built within classroom communities.
- More-Than-Human Perspectives: Moving beyond human-centric views to notice how environments and spaces co-compose learning.
- Material Agency: Attuning to the active, expressive power and inner drive of materials (clay, wire, paint, light) as active participants in inquiry.
- Uncertainty, Emergence, and Indeterminacy: Embracing the unplanned, the messy, and the beautifully unpredictable directions of spontaneous inquiry.
- Decolonizing Early Childhood Education: Questioning Eurocentric, colonial structures to center fluid, localized, and diverse ways of knowing.
- Teacher Inquiry and Practitioner Research: Positioning educator as a vital site of knowledge production.
- Interdisciplinary and Cross-Boundary Approaches: Crossing the intersections of art, philosophy, science, and pedagogy.
- Children's Creativity Beyond Developmental Norms: Resisting standard psychological milestones to celebrate children's expression as sophisticated, boundless, and non-linear.

Submission Types

To honor diverse modes of thinking and expression, we invite submissions across the following formats:

- **Curatorial Essays: Deeply reflective, organized analyses of classroom life, pedagogical documentation, and artistic threads.**
- **Visual Essays: Image-led or multi-media documentations that privilege visual poetry, material traces, and artistic processes over dense text.**
- **Relational Encounters: Micro-narratives, vignettes, and raw dialogues that capture intense, unexpected moments of connection.**
- **Pedagogical Reflections: Honest, journal-style accounts of unlearning, experimentation, and shifting practices on the ground.**
- **Research Conversations: Dialogues, interviews, or co-written texts between educators, children, and materials that unpack complex ideas.**
- **Reviews of Books, Articles, Exhibitions, or Projects: Critical engagements with contemporary theory, art exhibitions, or community projects that provoke new educational insights.**

Logistics & Guidelines

This publication is a curated collaborative anthology highlighting grassroots classroom inquiries, raw educator journals, and transformative pedagogical reflections. Moving beyond traditional, rigid academic constraints, this volume offers a critical space for educators who view teaching as a continuous act of research, artistic inquiry, and philosophical disruption. We are looking for stories, documentation, and creative inquiries that capture the messy, beautiful, and complex realities of contemporary learning spaces.
We are particularly interested in contributions that challenge conventional assumptions and open alternative possibilities for thinking, learning, and being with early learners.

Target Cohort Size: 15 selected educator-researchers.
Initial Proposal Deadline (Abstract): February 26, 2027.
Final Manuscript Due (Post-Cohort): May 28, 2027.
Expected Publication: TBD

To keep the entries accessible yet deeply impactful, submissions will be categorized into two formats:

- **Educator Journals & Vignettes:** 800 – 1,200 words. Raw, narrative-driven reflections focused on specific classroom encounters, material encounters, or pedagogical shifts.
- **Classroom Inquiries:** 1,000 – 2,500 words. Structured action research or philosophical inquiries integrating documentation (e.g.,photography, children's dialogue, artistic processes).

Participant Benefits

- Publication & Visibility: Feature your work in an independently published book distributed and showcased on our platform.
- 4-Week Structured Residency/Cohort: Receive personalized editorial mentorship to elevate your writing from a personal journal to a polished research piece.
- Community of Practice: Collaborate, think with, and gain mutual inspiration from an elite network of transformative educators.
- Professional Portfolio Asset: A tangible, high-design publication credit to advance academic or professional standing.

Contact & Submissions

To submit your proposal by email, please contact us with any questions.

Website: www.beyondtainquiry .com
Email: beyondtainquiry@gmail.com