Epilogue

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This Festschrift in honor of Beth Blue Swadener has been an opportunity to reflect on existential questions: What effects can one scholar's work have? What are scholars' responsibilities to do more than kibitz (comment from the sidelines) about the world's problems? Can scholarships of generosity and belonging become organizing principles for justice-centered, engaged scholarship? The contributors' answers to these questions are embedded in the plural richness and consistency of experience across their reflections, and how they are paying forward the generosity they experienced with Beth within nested, global scholarly communities of practice.

Communities of Practice

Jean Lave and Etienne Wenger (1991) define communities of practice as groups of people working together to figure out a shared interest, problem, or practice. This emerged out of their work on apprenticeship education and the question, How do novices become experts? While apprenticeship is typically conceived of as a hierarchical, one-way relationship (e.g., master-apprentice), Lave and Wenger's important concept of "legitimate peripheral participation" offers the possibility that these relationships can be much more (as exemplified by this issue's contributors).

Legitimate Peripheral Participation

In apprenticeship models, novices develop expertise over time and through disciplined, supported practice. That support can take many forms, not all of them positive. However, within a community of practice, legitimate peripheral participation speaks to the idea that novices are not just empty vessels (Freire, 1970), but rather enter into a complex set of relationships with others in the community of practice, each of whom possess various expertise–and the specifics of *belonging* in the context itself (e.g., in our colleagues' accounts these included homes, an Ethiopian restaurant, planning meetings, and public action; Lave & Wenger, 1991). Consider this a communal zone of proximal development, where individuals' capacities are enhanced by both their interactions with each other and their spaces (Vygotsky, 1978).

The contributors to this collection, and the aspects of their scholarship they shared, are the result of being regarded as *at promise*. Within environments of collective care where bread was broken and voices were found through the shared, scaffolded practice of discovery, integration, application, and teaching (Boyer, 1990). In their analysis of the dissertation support group that many of our colleagues discussed, Beth, Lacey Peters, and Kim Eversman (2015) invoked Mexican activist Gustavo Esteva's (1987) metaphor of the hammock to describe this group's underlying philosophy. Hammocks are flexible, supportive, permeable, comfortable, and improbably strong.

Hammocks as a Productive Alternative

The hammocks Beth has woven with students and colleagues provide an alternative to neoliberal managerialism, the evidence of which extends far beyond this collection. Over the years, her collaborative scholarship of application has extended to

- founding both the Friends of the Girl Child Network, which supports the work of the Girl Child Network, and the Jirani Project, which provides material support and education to children in Kenya;[1]
- catalyzing the student-led organization Local-to-Global Justice (also discussed in multiple essays in this issue);
- serving on the boards of various community-based organizations dedicated to children in Arizona, such as the Association for Supportive Child Care and the Phoenix Crisis Nursery; and
- being a founding member of the transnational scholarly society Reconceptualizing Early Childhood Education, with which this journal is affiliated.

And as a professor, she has supported:
- 141 doctoral dissertations (at least) in counseling and human development, curriculum and instruction, early childhood education, justice studies, multicultural education, policy studies, social and cultural foundations of education, and special education;
- 46 master's theses,
- 84 master's applied projects,
- 28 undergraduate honors theses, and
- 148 individual investigations or student research projects.

However, these numbers can only suggest Beth's impact and reach. As she is fond of saying (channeling her colleague Valerie Polakow), we must combine the "existential and the instrumental," which speaks to advocates' strategic use of numbers and compelling, representative stories. Therefore, as additional evidence that this special issue is not an outlier, we share a Kudoboard (a colorful, electronic tapestry of stories) that Flóra organized in the spring of 2022 to celebrate Beth's "extended sabbatical" (i.e., retirement).

Abbreviated Bibliography

We close this Festschrift by acknowledging some of Beth's other scholarly contributions. During her career, she has edited or co-edited 16 books and over 100 articles and book chapters. While scholars and promotion and tenure committees focus on sole and first authorship, one of Beth's enduring acts of scholarly generosity has been to scaffold students and colleagues by mentoring them in the craft of academic publishing through co-authorship and co-editing (as noted by many contributors to this issue). What follows is a list of selected publications meant to illustrate the breadth, depth, and contemporary relevance of her work.

Selected Books (Chronological)

1992: *Reconceptualizing the Early Childhood Curriculum: Beginning the Dialogue* (Teachers College Press), with Shirley Kessler
1995: *Children and Families "At Promise": Deconstructing the Discourse of Risk* (State University of New York [SUNY] Press), with Sally Lubeck
2000: *Does the Village Still Raise the Child? A Collaborative Study of Changing Child-Rearing and Early Education in Kenya* (SUNY Press), with Margaret Kabiru and Anne Njenga

2004: *Decolonizing Research in Cross Cultural Contexts: Critical Personal Narratives* (SUNY Press), with Kagendo Mutua
2005: *Power and Voice in Research with Children* (Peter Lang), with Lourdes Diaz Soto
2013: *Children's Rights and Education* (Peter Lang), with Laura Lundy, Janette Habashi, Natasha Blanchet-Cohen
2014: *Reconceptualizing Early Childhood Care and Education: Critical Questions, New Imaginaries and Social Activism: A Reader* (Peter Lang), with Marianne Bloch and Gaile Sloan Cannella
2023: *Transforming Early Years Policy in the U.S.: A Call to Action* (Teachers College Press), with Mark Nagasawa, Lacey Peters, and Marianne Bloch

Selected Articles (Chronological)

1989: "Race, Gender, and Exceptionality: Peer Interactions in Two Child Care Centers," in *Educational Policy*, *3*(4)
1990: "Creating Education That Is Multicultural in Infant and Toddler Settings," in *Childhood Education*, *66*, with Kimberley Whaley
1993: "Sex Roles and Cultural Diversity in Recent Award-Winning Picture Books for Young Children," in *Journal of Research in Childhood Education, 7*(2), with Mary Dellman-Jenkins and Lisa Florjancic
1995: "Stratification in Early Childhood Policy and Programs in the United States: Historical and Contemporary Manifestations," in *Education Policy, 9*(4)
1999: "Critical Personal Narrative and Auto-Ethnography in Education: An Emerging Genre, in *Educational Researcher*, *28*(6), with Patricia Burdell
2002: "Toward a Liberatory Early Childhood Theory, Research and Praxis: Decolonizing a Field," in *Contemporary Issues in Early Childhood, 3*(1), with Lourdes Diaz Soto
2003: "'This is what democracy looks like!'": Strengthening Advocacy in Neoliberal Times," in *Journal of Early Childhood Teacher Education*, *24*(2)
2003: "Early Childhood Development in Kenya: Empowering Young Mothers, Mobilizing a Community," in *Childhood Education, 79*(6), with Margaret Kabiru and Anne Njenga
2006: "Contemporary Public Policy Influencing Children and Families: 'Compassionate' Social Provision or the Regulation of 'Others,' in *International Journal of Educational Policy, Research and Practice: Reconceptualizing Childhood Studies, 7*(1), with Gaile Cannella
2008: "'Verde - Sometimes We Call It Green': Construal of Language Difference and Power in a Preschool Dual Immersion Program," in *International Journal of Equity and Innovation in Early Childhood*, *6*(2), with Kellie Rolstad and Kathy Nakagawa
2011: "Introduction to Special Issue: Children's Rights and Voices in Research: Cross-National Perspectives," in *Early Education and Development, 22*(5), with Valerie Polakow
2013: "Children's Rights and Cultural Tensions in South Africa," in *International Journal of Equity and Innovation in Early Childhood, 10*(1), with Bekisizwe Ndimande
2015: "Children's Well-Being in a Rights-Based Framework: Collective Narratives," in *He Kupu: The Word, 4*(2), with Lacey Peters and Sonya Gaches
2016: "Democratic Accountability and Contextualised Systemic Evaluation. A Comment on the OECD Initiative to Launch an International Early Learning Study (IELS)," in *International Critical Childhood Policy Studies, 5*(1), with Mathias Urban
2018: "Local to Global Justice: Roles of Student Activism in Higher Education, Leadership Development, and Community Engagement," in *Alberta Journal of Educational Research, 64*(2), with Flóra Faragó, Jennifer Richter, Kimberley Eversman, and Dennise Roca-Servat
2020: "Tempered Radicalism in the Academy: Scholar-Activism in the Neoliberal University," in *Journal of Social Issues, 76*(4), with Jennifer Richter, Flóra Faragó, Dennise Roca-Servat, and Kimberley Eversman

2020: "The Lived and Sometimes Clandestine Professional Experiences of Early Childhood Educators," in *Contemporary Issues in Early Childhood, 19*(2), with Sonia Arndt, Mathias Urban, Colette Murray, Kylie Smith, and Tomas Ellegaard

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Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation.* Cambridge University Press.

Swadener, B. B., Peters, L. E., & Eversman, K. A. (2015). Enacting feminist alliance principles in a doctoral writing support group. *New Directions for Higher Education, 171*, 97-106.

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Footnotes

[1] These emerged from relationships developed through Fulbright-sponsored research conducted in Nairobi and, as many of our colleagues discussed earlier, now includes former students as volunteers and board members.