*Note*: Page numbers followed by "n" indicate notes.

Aboriginal Education Enhancement	research script for, 72
Agreement, 126	social and territorial inequalities,
Academic rendering, 34	78–79
Activity table time, 147	Centrality of joking, 17
Actor Network Theory (ANT), 110	Child, 3
Agency, 17–18, 94–97	child-friendly cities, 6, 100
Apprentice mobility, 23	child-on-child practical joking, 23
Apprenticed youth experience, 17	Childhood, 5, 17, 58n2, 62, 117
Apprenticeship systems, 24	applying sociological imaginations
Art, 151–153	in Nepal, 52–58
making, 143	Nepal and Children's home, 48
school, 141	as permanent category in social
Art education, 140	structure, 63–64
adaptation in public schools, 152	qualitative procedures in Nepal,
"Art Gallery", 148	50–52
Assemblage, 110–111, 118–119	Socio-historical Context, 49-50
Attitudinal familism, 30, 39	Children, 2, 86
	Border School, 73–76
Behavioral familism, 30	Center School, 76–77
Belonging, 90, 96, 98	in Center School comparing public
in city, 94–95, 99	and private education, 79–83
sense of, 87–89, 94–95	creation of collective culture, 140
Border School, 67–70, 73–76	homes as public issues in Nepal,
public vs. private school, 79–80	49–50
research script for, 72	perspectives, 131
social and territorial inequalities,	public policy in Montréal, 98
78–79	research with, 70–71
Bottom-up approach, 8	social roles of schooling, 72–73
Boys' lives at localized context, 53–54	social situation of, 64
Brazil, 5, 62, 64, 66, 68–70, 80	space, 143
British Columbia educators, 133	zone, 143
Bullying, 91–92	Children's home (see Orphanage)
	Circumspection, 22, 25
Canada, 86	Citizenship imagination, 88
Center School, 67–70, 76–77	City
children's comparing public and	as pressuring to fit in, 92–94
private education, 79–81	seeking in, 94–95
public vs. private school, 80–81	as stressful. 94

as unwelcoming, 91–92	Distributive theory of agency, 108
Civilized zones, 77–78	Diversity, 96–98
Class, 15, 66	Dualisms, 111
Classroom, 8	
spaces, 111	Early childhood education space, 8
Coast Salish Indigenous knowledge,	Education, 89
127	environmental, 123
Collective professional attachment, 15	place in, 123
Collective space, 73	public and private, 79–81
Common National Curriculum Base,	rural, 123
69	Educational loci, 19
Community	Educational system, 28
organisations, 100	Educators, 122
participation, 21	Environmental destruction, 65–66
of practice, 15	Environmental education, 123
Contexts and voices, 66–72	Ethnic belonging, 62
Conversation groups, 71, 75	Ethnicity, 66
Craft	Ethnographic research, 50–51
apprenticeship, 15	Eurocentric-based theories, 123
community, 21	Exclusion in Montréal, 90-91
craft-based apprenticeship, 16	
Creativity, 145–147	Families secured apprenticeship, 19
in classroom, 142–143	Familism, 30–31, 38
creative expression, 143, 145	Family, 41n1
Culture belonging, 62	Family interdependence, 36
Cunning, 25	Federal University of Paraná
Curitiba city, Brazil, 62–63, 66–67	(UFPR), 70
Curitiba Institute for Urban Planning	Feelings of youth, 88
and Research (IPPUC), 66	Feminist "standpoint epistemologies"
Customs and Border Protection	109
(CBP), 32	Financial gain, 19
	First Nations Information
Decisive impetus, 14	Governance Centre, 126
Decolonization, 126	Firstspace, 142
Deferred Action for Childhood	Funds of knowledge approach, 123
Arrivals (DACA), 4, 28–29,	
33, 39–40	Gender, 31, 38, 66
Deferred Action for Parents of	new materialist contributions to,
Americans and Lawful	116–119
Permanent Residents	Gendered worlds of preschool girls
(DAPA), 34	actors, 111–112
Dégruffé, 22	mapping linkages and theoretical
Distributed agency, 118	focus of distributed agency,
mapping linkages and theoretical	110–111
focus of, 110–111	materials, 112–116

Index 157

new materialist contributions to	Joke/joking, 16
gender, space, and preschool	centrality of, 17
classrooms, 116–119	cultures, 16
orientations and ontological	Joy, 127
approaches, 109–110	Juvenile utopia, 23
"Gendered" materials, 109	• '
Geneva city (global watchmaking	Knowledge
hub), 14	funds of knowledge approach, 123
Genevan watchmaking industry, 14	indigenous, 7, 122–123
Geographic space, 78	local indigenous, 128–131
Geographical location, 1	schooling as representation of,
Geographies of space, 2	74–75
Gini coefficient, 62, 65	
Girls' lives at localized context, 54–58	<i>La Fabrique</i> , 14–16, 19, 23
Global South, 49, 51	Learning, 17, 117, 124
Global spaces, 49	habitual spaces of, 18
Globalization, 50	schooling as representation of,
Growing research, 86–87	74–75
Gulf Islands School District, 126	Lived citizenship, 99
,	Livelihood, 15
Homogenisation, 93	Local indigenous knowledge, 128-131
of society, 2	Local places, 87
Horseplay, 17	Localized context
Households, 67	boys' lives at, 53–54
Humor, 17	girls' lives at, 54–58
Illegality, 28, 30	Material feminism, 7
Immigrant families, 30	Material-focused approach, 109
Immigration law enforcement, 32	Materialism approach, 3
Indigenous educator, 7	Mental health, 89, 94, 98
Indigenous knowledge, 7, 122–123	Messenger, 23
Indigenous peoples, 123	mobility, 20, 21–22
Indigenous worldviews, 124–125	Methodological approach, 69–72
Individualist theories, 65–66, 80	"Minority" approach, 86
Individuality, 18	Mixed-status familism, 28–30, 31–32
Inequality, 65–66, 152	DACA program, 29
children in Center School	familism, 30–31
comparing public and	findings, 34–40
private education, 79–81	methodology, 33–34
territorial, 77–79	Texas Border Strip, 32–33
Inquiry-based outdoor learning, 124	Mobility
Institutional Review Board (IRB), 33	and mental health, 89
Interior immigration, 28	options in Montréal, 98-99
checkpoints, 34	Montréal, 88–90, 97–100
Interiorimmigration checkpoints, 35	city as pressuring to fit in, 92-94

Playground spaces, 111
Political Pedagogical Project, 69
Posthuman approaches, 110, 118
Posthumanism, 119 <i>n</i> 1
Posthumanist approach, 7
Poverty, 58, 65–66
Practical jokes/joking, 4, 16–17, 19,
21–24
Preschool children, norms and
customs of, 140
Preschool classroom, 108
new materialist contributions to,
116–119
Primary school, 66, 69
Private education, 79–81
Privatisation of space in urban areas,
87
Process-based art, 149
Process-focused art, 152
Public education, 79–81
Public issues, 56
children's homes as, 49–50
Public policy for children in Montréal,
98
* *
Public spaces, 14–25
Purposive and quota sampling, 51
0 15 3
Qualitative approach, 34
Qualitative procedures, 50–51
Quantitative data, 86
Race, 66
Racial belonging, 62
Racialised youth, 6
Racism, 6
Reference Center for Social
Assistance, 68
Relocation, 28, 36
Research Script, 71–72
Research with children, 70–71
Researcher's role in children's
education, 69–70
Rites of passage, 28
Rolex, 14
Rural education, 123
Kurai Guucanon, 123

Index 159

Safety of children, 75–76, 91	boys' lives at localized context,
Saint-Gervais craft community, 18–19	53–54
Salt Spring Island Stories	girls' lives at localized context,
children's perspectives, 131	54–58
coast Salish animal mural, 129	Sociology of childhood, 2–3
context, 126–127	Space(s), 1, 7, 111
legend of octopus point, 128-129	children, 143
literature review, 125–126	classroom, 111
making tea with local plants,	collective, 73
129–130	early childhood education, 8
methodology and analysis, 126	geographic, 78
place-based learning and local	geographies of, 2
indigenous knowledge,	global, 49
128–131	interrogating metaphorical
teacher and indigenous education	meanings of, 16
team member, 127–128	new materialist contributions to,
theoretical framework, 123–125	116–119
visit to duck creek park, 130-131	physical, 6
School, 6, 67–69	playground, 111
art, 141	privatisation of, 87
environment, 92	public, 14–25
as leisure space, 74	youth and, 2
school-based horological training, 16	Spatial awareness, 142
School Leaving Certificate (SLC), 57	Spatial mobility, 21, 29–30
Schooling	DACA implementation and, 32, 34,
as representation of future, 73	37, 39
as representation of knowledge and	Stratification, 6
learning, 74–75	stratified, selective sampling, 51
social roles of, 72–73	Structural familism, 30
Secondspace, 142	Structured early childhood education
Security of children, 75–76	classroom
Smartwatch, 14	art, 151–153
Social	creativity, 145–147
belonging, 76–77	creativity in classroom, 142–143
distinction, 1	inventiveness through imagination,
exclusion, 65–67	148–150
inequality, 62, 64–65	study context and methods,
institutions, 63	143–145
roles of schooling, 72–73	thirdspace, 142–143
situation of children, 64	Subject focus epistemology, 109
structures in Nepal, 48	Subjectivity, 1
Social Studies of Childhood, 62–63	- · · · · · · · · · · · · · · · · · · ·
Socio-spatial approach, 3	Teacher and indigenous education
Sociological imagination, 47–48,	team member, 127–128
52–53	Teaching, 117, 124

Temporary Protected Status (TPS), 29
Territorial inequalities, 77–79
Texas Border Strip, 32–33
mixed-status familism in, 34–40
undocumented youth in, 34
Thing power, 110–111
Thirdspace, 142–143, 147
Tireless trade competition, 14
"Transition to illegality", 28
Treetop classroom, 108, 117
Trialectics of spatiality-historicalitysociality, 142
Truth and Reconciliation Commission
of Canada (TRC), 122

Undocumented immigrants, 28, 30, 32 Undocumented youth, 28, 31, 38 in Texas Border Strip, 34 in United States, 40 UNICEF, 49, 99 United Nations Convention on Rights of Child, 69 United Nations Declaration on the Rights of Indigenous Peoples, 122

Urban environment in Montréal, 98

Urban settings, 86–87 Used Territory, 67

Vacheron Constantin, 14 Violence, 65, 67 Vital Signs advisory committee, 89

Working-class childhood, 18 culture, 21

Young apprentices, 16
Youth, 2, 4, 17, 86
art education, 150
employment, 19
giving significance to places and
community, 95–96
marginalised from mainstream
spaces, 7
and participation in city, 86–88
perception, 2
and space, 2
value relationships and diversity,
96–97

Zero-tolerance attitude, 93