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*Phenomenology + Pedagogy* is a human science journal dedicated to interpretive and critical studies of a broad range of pedagogic relations and situations. By "phenomenology" we mean all those forms of thinking or inquiry which in some way maintain a perspective on the lived human experience. In the phenomenological attitude we creatively seek approaches which may yield a deeper understanding of the nature of pedagogy: the way we are to live with children or with those, young and old, with whom we stand in a pedagogic relationship. The term "pedagogy" is broadly understood. It raises the question of the place and meaning of children and youth in the frame of human experience. It asks for the nature of home and school life and for the meaning of learning and curriculum experiences of those who inhabit educational institutions. It raises the question of what it means for one adult (teacher, parent, counsellor, administrator, psychologist, social worker, or friend) to be pedagogically present to another. And pedagogy raises the need for a critical examination of relevant professional practices, particular modes of reasoning, and of those institutional and societal arrangements which make an emancipatory praxis necessary.

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The editors welcome formal and informal contributions on all matters relating to phenomenology and pedagogy.

Correspondence, manuscripts, and permission

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