

**Embracing post- modernism in classroom practice**

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Current teaching practice in the child studies sector is directed by the competencies specified in the training packages. These competencies appear to be based on a modernist view of knowledge. This paradigm, however, is being challenged by those within the discipline who question whether it is appropriate in an increasingly complex and diversified world. In my work, I have been attempting to make post-modernist ideas accessible to Certificate and Diploma level students by incorporating them in classroom practice. In particular, I have been attempting to raise awareness of the location of the competencies by encouraging students to uncover the assumptions underlying them.