

25th International RECE Conference

*Finding a Home in the World:
Migration, Indigeneity, and Citizenship.*

RECE conference 2017 Toronto
Event Page, Facebook
Regular updates and information will be provided at
<http://bit.ly/2xTmgQY>



Ryerson University, Toronto, Canada • October 24-27, 2017



<http://www.receinternational.org/conference.html#sthash.rooz1ZD.Af5TjdbZ.dpbs>



education



Land Acknowledgement

"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississauga's and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."

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To hereby the "Dish" or sometimes it is called the "Bowl" represents what is now southern Ontario (from the Great Lakes to Quebec and from Lake Simcoe into the U.S.). \*We all eat out of the Dish - all of us that share this territory- with only one spoon. That means we have to share the responsibility of ensuring the dish is never empty; which includes, taking care of the land and the creatures we share it with. Importantly, there are no knives at the table, representing that we must keep the peace. The dish is graphically represented by the wampum pictured below:

\*This was a treaty made between the Anishinaabe and Haudenosaunee after the French and Indian War. Newcomers were then incorporated into it over the years, notably in 1764 with The Royal Proclamation/The Treaty of Niagara.

The purpose of the acknowledgement started in B.C., where there are no treaties at all. So people are actually living, working, and meeting on stolen land. Its popularity has spread as an acknowledgment of Indigenous presence and assertion of sovereignty. People use it in different ways such as at opening events and meetings.

*Aboriginal Education Council, Ryerson University*

## 25<sup>th</sup> Reconceptualizing Early Childhood Education Conference *Finding a Home in the World: Migration, Indigeneity, and Citizenship* Ryerson University, 350 Victoria Street, Toronto, Canada

### Pre-conference Workshops: Monday October 23, 2017

**Conference Check-In:** 3:00 PM - 6:00 PM

Courtyard by Marriott Toronto Downtown  
475 Yonge Street

**Opening Doors to Reconceptualizing Early Childhood Care and Education: A Conference Primer for Undergraduate Students:**

9:00 AM - 4:00 PM

Toronto Central Grosvenor Street YMCA Centre  
20 Grosvenor Street, Grosvenor Room

**A Dialogue: RECE as Home and Displacement -**

**Personal/Political/Professional Histories:** 7:00 PM - 9:00 PM

Toronto Central Grosvenor Street YMCA Centre  
20 Grosvenor Street, Grosvenor Room

## Tuesday October 24, 2017

### Pre-conference Tours:

#### Early Learning Centre Tours: 9:00 AM - 12:00 PM

- Ryerson University/School of Early Childhood Studies Early Learning Lab School
- Adult and Child Language Program for Newcomers to Canada (LINC)
- George Brown College Lab School Located in a Community Elementary School

Meet at:

Ryerson University Balzac's Café

<http://www.balzacs.com/locations/ryerson-image-arts/>

#### Ryerson Image Centre Exhibit: 11:00 AM

Guided Tour of "The Faraway Nearby: Photographs of Canada From the New York Times Photo Archive"

33 Gould St.

- Lunch on Own -

Special thank you to the Office of the Provost and Vice President, Academic at Ryerson University for its generous support of the conference.

## Conference Tuesday October 24, 2017

Toronto Central Grosvenor Street YMCA Centre  
20 Grosvenor Street, Auditorium

#### Conference Check-In: 12:00 PM - 5:00 PM

#### Welcome: 1:00 PM – 1:30 PM

#### Indigenous Plenary: 1:30 PM – 2:45 PM

*Indigenous futurity and decolonization in early childhood education and care*

MARGO GREENWOOD, UNIVERSITY OF NORTHERN BRITISH COLUMBIA; CAROL ROWAN, CARLETON UNIVERSITY; NICOLE INEES-NASH, RYERSON UNIVERSITY

This plenary discusses Indigenous self-determination in the field of early childhood education and care. Composed of scholars in the field of Indigenous early childhood education, the plenary takes a strengths-based perspective to offer counter-narratives to the dominant deficit- focused discourse surrounding Indigenous children. Discussions will focus on truth and reconciliation in the early years, decolonization in early childhood education, and Indigenous futurity through community-based initiatives.

#### Nutrition Break: 2:45 PM - 3:15 PM

**Immigration Plenary: 3:15 PM – 4:30 PM**

*From One Home to Another: Today's Immigration Landscape*  
ANNA KIROVA, UNIVERSITY OF ALBERTA; CHRISTINE MASSING,  
UNIVERSITY OF REGINA; FIKILE NXUMALO, UNIVERSITY OF TEXAS AT  
AUSTIN; VERONICA PACINI-KETCHABAW, WESTERN UNIVERSITY

This plenary discusses issues affecting newcomer children, families, and communities. Long-held beliefs in multiculturalism, pluralism, and the cultural mosaic are decentred and challenged as normalizing discourses, while settler-colonial relations and the racialization of the other are critiqued from anti-racist, feminist, and decolonizing perspectives. The impact of migration on language and identity, and tools for family and community support in resettlement are discussed alongside the need for practitioner preparation that fosters transformative practice.

**Information about Ontario College Faculty Strike:**

4:30 PM - 5:00 PM

**Opening Reception: 5:30 PM – 8:00 PM**

Courtyard by Marriott Toronto Downtown  
475 Yonge Street

**Conference Wednesday October 25, 2017**

**Let Your Yoga Dance: 7:45 AM – 8:45 AM**

With Mara Sapon-Shevin

Courtyard by Marriott Toronto Downtown, 475 Yonge Street

A joyful and energizing session that will awaken your spirit and move your body - all are welcome, no experience of any kind required

**Conference Check-In: 8:30 AM – 10:30 AM**

Toronto Central Grosvenor Street YMCA Centre  
20 Grosvenor Street

**Plenary: 9:00 AM – 10:30 AM**

Toronto Central Grosvenor Street YMCA Centre  
20 Grosvenor Street  
Auditorium

Chair: Beth Blue Swadener, Arizona State University

*Stories, theories, and reconceptualizations of home in early childhood education: A caravan of nomadic thinking* (panel)

ANDREW GIBBONS, AUCKLAND UNIVERSITY OF TECHNOLOGY; MARA SAPON-SHEVIN, SYRACUSE UNIVERSITY; MAREK TESAR, THE UNIVERSITY OF AUCKLAND; COLETTE MURRAY, INSTITUTE OF TECHNOLOGY BLANCHARDSTOWN; MATHIAS URBAN, UNIVERSITY OF ROEHAMPTON; SONJA ARNDT, UNIVERSITY OF WAIKATO; SONYA GACHES, UNIVERSITY OF OTAGO

The conference theme begins with the promise of a home to find in the world. The challenge for this panel is to reconceptualize the very idea of 'home' in order to engage critically with the responsibilities of early childhood communities in the experiences of home – in early childhood centres as well as in our many and diverse physical,

conceptual, imagined, onto-epistemological spaces. Reconceptualization of the idea of home is a critical contribution to early childhood education, taking care to observe without reification or essentialization especially when considering the problem of borders, border-crossings and foreignness.

**Breakout Sessions:** 11:15 AM – 12:45 PM

Chestnut Residence and Conference Centre  
University of Toronto  
89 Chestnut Street, Toronto, Ontario

**Chestnut: St. Patrick North, 3<sup>rd</sup> floor (capacity 60):**

*Resistance to neoliberal agenda in Palestinian early childhood education*

JANNETTE HABASHI, UNIVERSITY OF OKLAHOMA

This presentation discusses the challenges of the Palestinian early childhood education in relation to the international donor agenda and local political reality. There is a need to explore the impact of neoliberal policy implement by international donors and organizations on Palestinian early childhood curriculum. This approach is aimed to engage future Palestinian generations with globalization and marginalized the Israeli occupation. Therefore, it is vital to deconstruct the practice of funding, and the local methods of reinventing early childhood education within multiple structure of oppression.

*'Shouldn't every child in the city have a right to her parents?' Debating children's entitlement to ECEC in Finland*

MAARIT ALASUUTARI, UNIVERSITY OF JYVÄSKYLÄ; KIRSTI KARILA, UNIVERSITY OF TAMPERE; ANNA SIIPPAINEN, UNIVERSITY OF JYVÄSKYLÄ

Transnational discussion argues for investment in ECEC to e.g. increase socio-economic mobility and avoid costs associated with

marginalization. Despite of this, Finnish government has restricted children's unconditional entitlement to ECEC, enforced 20 years ago. We study how the restriction was debated in city councils that decided whether to enforce it locally or not. We utilize the concept of epistemic governance (Alasuutari P. 2016) and analyse the epistemic work the councillors engage in in the debates. We will illuminate the intertwinement of transnational policy discussions concerning ECEC in local debates and how they can be used to justify even opposite ideas.

*What should Zanzibari children learn: An examination of enacted curriculum, pedagogy, and cultural values in Zanzibar Preschools*  
ANGI STONE-MACDONALD, UNIVERSITY OF MASSACHUSETTS BOSTON

In this paper exploring Zanzibar preschool programs, I examine local cultural and academic knowledge in the context of the pedagogy used to teach cultural values and practices in three different types of preschools, public, private, and community-based madrasas. Local funds of knowledge are necessary to function as a citizen of Zanzibar (González, Moll, and Amanti, 2005). This paper examines teachers', parents' and the community's motivations and goals for the education of its youngest citizens. Each school as an institution is impacted by internal and external influences which shape the messages that young children learn about their society, culture and values.

**Chestnut: Carlton Suite, 2<sup>nd</sup> floor (capacity 30):**

*Islamophobia and Muslim Students in Canadian Schools: Narrative Portraits of Seven Immigrant Muslim Students*

AFSHAN AMJAD, THE AGA KHAN UNIVERSITY

This paper presents results from a study which investigated Muslim elementary school students' classroom experiences in Canadian schools. The results filled the gap in the literature regarding Muslim elementary school students' experiences in Canadian mainstream schools. The study uses an interpretive inquiry approach in which the

interpretation of the dialogues with children about their lived experiences of schooling served as a foundation for critical analysis. Data from Muslim immigrant children currently attending mainstream Canadian schools is presented. For data analysis, the analysis of narratives method is used in which the data is collected in the form of stories.

*Excavators and Zombie Houses: Extending culturally responsive practices and pedagogies to early childhood teacher approaches to families in a rapidly changing U.S. Midwestern neighbourhood*

ANNE VALAURI, OHIO STATE UNIVERSITY

This individual paper presentation seeks to provide insight into teacher intentions in creating space for families in a rapidly changing and gentrifying Midwestern American neighbourhood early childhood classroom. While looking at teacher's negotiations and struggles to both envision and create this space, this study also investigates policies and lack of preparation that might lead to further marginalization and stigmatization of families, particularly families from the surrounding neighborhood.

*Materialising learning in early childhood: Thinking with materials as 'being present'*

KELLY BOUCHER, VICTORIA UNIVERSITY

This paper reports on emerging data from a study undertaken in a Preschool in Melbourne, Australia. Influenced by the innovative research of Canadian academics Veronica Pacini-Ketchabaw, et al, the study explores materiality as pedagogy; how materials can be identified as doing significant educational work with children. The study foregrounds the notion of 'being present' with materials in order to attend and attune (Rautio 2016) to the ethical and political questions posed by materials as more-than-human others co-inhabiting Preschool classrooms. Being present with and attuning to materials in this way offers a shift away from a human-centric notion

of children as activators of materials and a move towards materials as participants with children in learning.

**Chestnut: St. Lawrence, 3<sup>rd</sup> floor (capacity 30):**

*Destabilizing the Language of Representation: Becoming Post Human*

MARGARET MACDONALD, SIMON FRASER UNIVERSITY; ELAINE BELTRAN-SELLITTI, SIMON FRASER UNIVERSITY

In this presentation, an illustrative example of one attempt to capture a more holistic context~process assemblage of Pedagogical Documentation will be provided in a Pedagogical Documentary that will be used to launch a discussion on destabilizing representation and demonstrating how we might expand our foci beyond static representations of product to further honour process, time and context. This will be done to illustrate the intimate connection between self and other including material and non-human and open up a discussion around the role of representations of learning, subjectivity, and post human boundaries.

**Room - TBA:**

*The practice of hope: Teachers and teacher educators as public intellectuals (panel)*

ADAM COUSTLEY, ST THERESE'S CATHOLIC PRIMARY SCHOOL

The context of early childhood primary settings situates teachers to utilise pedagogies based in facts, management, and accountability, disregarding the diversity, histories, and experiences of students. Concurrently, early childhood teacher educators experience the commodification and privatisation of higher education. This situates teachers and teacher educators as powerless and accepting of limiting practices more about efficiency and surveillance rather than engaging with ideas and working towards social justice, change and humanity. The "practice of hope" is a way to disrupt the present conditions of

the education as hope is the means to imagine what is possible teaching and learning.

*Against Becoming a Drifter: A Preschooler's Resistance to the Transition to a Special Education Classroom*

KYUNGHWA LEE, UNIVERSITY OF GEORGIA; JAEHEE KWON, LANDER UNIVERSITY; JOOEUN OH, INCHEON NATIONAL UNIVERSITY

We examine a preschooler's seemingly incoherent behavior as resistance to transitioning to a special education class. Disability studies in education (Gabel, 2005) and Bakhtin's (1993) answerability framed this study. We analyzed videos on an African-American boy, Shantie, who had to spend 2 hours each day in a SPED classroom for the Significant Developmental Delay. Findings revealed that transitions prevented Shantie from developing a sense of belonging to the two classrooms, while experiencing redundant academic instruction and being constantly reminded of behavior rules. We propose exploring person-centered planning (O'Brien & O'Brien, 1999) by inviting children to the decision-making of their placement.

*Speech impairment as culturally constructed disability?: Early childhood in Japan and the United States*

STEPHANIE YAGATA, UNIVERSITY OF GEORGIA

Drawing on both (Critical) Disability Studies and anthropological studies of the cultural construction and organization of disability, this paper explores ways in which high-incidence speech sound differences (such as lisping) in early childhood become or don't become culturally constructed disabilities. Analyses of interviews I conducted with preschool teachers in Japan and the US talking about speech sound differences in young children suggest that while many young children in both countries have non-standard ways of speaking, Japanese teachers are much less likely than teachers in the US to identify such differences as a disability needing speech therapy intervention.

**Room - TBA:**

*Conceptualizing Children's Experiences: A Discussion of Merleau-Ponty's Lectures on Child Development and Pedagogy*

LUCY ANGUS, YORK UNIVERSITY

This paper delves into the question of professionalism in the field early childhood education through the vantage point of relationality. The educator is in relation with both a body of knowledge that gives form to the profession and with the daily relations of the children's center where that knowledge is in the flux of experience and interpretation. This paper dwells in the historicity of child psychology taken through the recently translated lectures on child development and pedagogy by Merleau-Ponty (2010) with the idea of taking an interest in the conflicts in knowledge that undergird current views of the child in ECE.

*"Some of us don't like the Chaos": Comparing Educators', Parents', and Students' Learning Rationales for Teacher Control in the Classrooms of Young Children of Latina/o Immigrants*

MOLLY ELLEN MCMANUS, UNIVERSITY OF TEXAS AT AUSTIN

This article uses Adair's conceptualizations of agency and Freire's critical pedagogy, particularly his conceptualizations of oppression, to examine how ideas about agency and teacher control compare across stakeholders in the education of young children of Latina/o immigrants and how the rationales for these ideas connect to beliefs about early learning and immigrant families. While parents and educators agreed that "chaos" and a lack of control was undesirable in the classroom, had very different rationales explaining why order, organization and teacher control are important for their children and students.

*When Bakhtin's Dialogism Meets New Materialism: Insights Gained from Young Children's Appropriation of Robotic Manipulatives*

SUNG-EUN JUNG, UNIVERSITY OF GEORGIA

In this paper, drawing on Bakhtin's (1981) Dialogism and New Materialism (e.g., Bennett, 2010; Barad, 2003; Latour, 2005), I attempt to investigate what insights into young children's engagement with robotic manipulatives the two lenses can give. For this study, I analyzed 10.2 hours of video data collected from a Saturday robotics education program for young children (4 to 6 year olds). My analysis reveals that the young children have distinct ways of adopting and adapting the BeeBot (a programmable robots) for different purposes (e.g., creating a peer play, self-representation, or aesthetic expression) rather than using the BeeBot in a designed and determined manner. This is what Bakhtin refers to as the children's appropriation (1982). From the new materialist point of view, I address three points related to the children's appropriation: 1) Who is the author (subject) to generate meanings? 2) What do the children appropriate? and 3) How do personal meanings happen?

**Chestnut: St. Patrick South, 3<sup>rd</sup> floor (capacity 30):**

*Applied Reconceptualism - A Practical Inquiry into Founding a Reconceptualist Preschool*

MELISSA SCOTT, ALBUQUERQUE; KRISTI GOLDADE, ALBUQUERQUE;  
JEN JONES, ALBUQUERQUE

If an early childhood center were to be created with reconceptualist principles at its core, what would that center be like? We investigate this question, and arrives at actionable outcomes that will inform the creation of an early childhood center in Albuquerque, New Mexico, USA. During the session, the audience will be actively involved in 1) exploring what could be meant by "reconceptualist principles," 2) critiquing specific examples of applied reconceptualism, and 3)

clarifying next steps for deepening our understanding and application of reconceptualism in a new program.

**Room - TBA:**

*White Early Childhood Educators Discussing Race and Gender: What's There and what's Missing?*

FLORA FARAGO, AUSTIN STATE UNIVERSITY; STEPHEN. F. AUSTIN  
STATE UNIVERSITY

The current study explored anti-bias practices surrounding race and gender of two White, female early childhood educators working with 4.5-5 year-old children. A survey measuring racial and gender attitudes was administered; educators were interviewed and observed. Although racial diversity was present in books and classroom materials, educators largely took a color-mute approach – race was visible, but not audible. However, based on the survey data, both educators disagreed with colorblind ideologies. Educators felt comfortable countering gender-stereotypes; however, they also reinforced stereotypes through the use of gender labels. Survey responses indicated that educators were not aware of these practices.

*The Exclusion of Black Immigrant Children in Early Childhood Education*

DR. MIRIAM TAGER, WESTFIELD STATE UNIVERSITY

In this paper I challenge the paradigm of exclusion for young Black immigrant children within our school system. Utilizing Critical Race Theory I unpack the marginalization and exclusionary tactics utilized in early childhood programs in the United States. Young Black immigrant children can be stigmatized and categorized as non-school ready as soon as they enter kindergarten. Assumptions and bias play an important role as these students are suspended, retained and/or referred to special education testing. Disrupting these normative practices is essential to changing this climate of exclusion.



*Critical communities of practice in pre-kindergarten: A new way of understanding, creating, and using multicultural knowledge*

MELISSA SHERFINSKI, WEST VIRGINIA UNIVERSITY

This case study reveals a new way of viewing how the knowledge of children, families, teachers, administrators, and teacher educators might address socio-political contexts in pre-kindergarten programs. Under neoliberal policy guidelines and professional development framing families and children within a “culture of poverty,” families and children were viewed as disinvested and deficient. An alternative, critical communities of practice (CCoPs), was inspired by curriculum theorist Joseph Schwab’s (1973) early approaches to social justice-oriented curriculum design. Based on stakeholders’ collective knowledge, CCoPs provide an alternative to typical parent involvement and professional development, allowing for a critical multicultural approach to community pre-kindergarten practices.

**Chestnut: Giovanni Room, 2<sup>nd</sup> floor (capacity 60):**

*Reimagining emotional expressions in the preschool classroom: Challenging hypercapitalist notions of “readiness”*

BRIANNA FORAKER, KENT STATE UNIVERSITY

This paper will attempt to dismantle the image of children’s innocence and emotional expression, as it exists in the current hypercapitalist context, by (re)weaving both mainstream and reconceptualist theories of childhood. The work will (re)examine the language and actions of “human capital” and the evaluation of socio-emotional “school readiness.” Furthermore, it will offer reimaginings of children’s expression of emotion through analysis of one preschool classroom in the United States.

*Instrumental and Answerable Discourses in Early Childhood Education Standards in the U.S.*

AMY NOELLE PARKS, MICHIGAN STATE UNIVERSITY; BETHANY WILINSKI, MICHIGAN STATE UNIVERSITY

In response to growing discourses that emphasize instrumental reasons for offering prekindergarten, we present a textual analysis, framed by Bakhtinian ideas of answerability, of U.S. early learning standards documents. The goal of the presentation is to both point to discourses of instrumentalism in the documents and to highlight the openings that exist for answerable pedagogies in the standards documents, such as calls for pleasure or joy. Our hope is that through such an analysis, we increase degrees of freedom for people engaged in the work of early childhood education in the current challenging global climate.

*Indigeneity is Not a Disability: Reconceptualising Disability Discourses of Indigenous Children*

NICOLE INEESI-NASH, RYERSON UNIVERSITY

Indigenous children with disabilities are often conceived as ‘doubly disadvantaged’ by virtue that their ability to participate in society is significantly marginalized. These perspectives equivocate racial discrimination with societal disablement, perpetuating a discourse of ‘Indigeneity as disability’ where Indigenous peoples are disabled regardless of individual ability. For Indigenous children with disabilities, this can dichotomize lived experience and hinder the development of identity and community membership, both within their cultural group and within the disability community. This paper employs a critical disability perspective, alongside an Indigenous framework of wellness, to examine academic literature and reconceptualise Indigenous disability in early childhood.

**Lunch: 12.45 PM – 2:00 PM**

Lunch provided (Chestnut Residence and Conference Centre)

**Visual/ Poster Sessions:** On display from 12:45 PM - 6 PM

Room TBA

*Weaving a Cross Cultural Tapestry* (Visual art exhibition)

KAMINI KAMDAR, YORK REGION DISTRICT SCHOOL BOARD

Weaving a Cross Cultural Tapestry is a collaborative visual arts installation composed of the unique fabric contributions of young children and their families at Harry Bowes Public School in Stouffville, Ontario. The installation is co-created by community members such as elders, local weaving/sewing experts, early childhood educators, young children and their families, and serves as an artefact of the feelings of belonging, trust, and mutual respect experienced during the creative process.

*Digital storytelling a space for children self-identities in the illiterate families with dominant oral communications in the Sub-Saharan Africa*  
(Poster)

DUKUZUMUREMYI SALVADOR, UNIVERSITY OF OULU; GASPARD MUCUNDANYI, NEW MEXICO STATE UNIVERSITY

**Meeting:** 1 PM-2 PM

Chestnut: Carlton Suite, 2<sup>nd</sup> floor

Anti-bias research and practice collaborative

Chairs: Colette Murray & Mara Sapon Shevin

**Breakout Sessions:** 2:00 PM – 3:30 PM

**Chestnut: St. Patrick North, 3<sup>rd</sup> floor** (capacity 60):

*(Re)creating opportunities for gender identity work: Using neoliberal policy agendas for good.*

KYLIE SMITH, UNIVERSITY OF MELBOURNE

This paper will critically engage in how researchers, educators and families can work with neoliberal policies to support collective activism for gender equality and safety. In doing this there is a call to push back against the focus on individualism and (re)create how collective communities can challenge and change social and structural gender norms and behaviours, and create more respectful gendered relationships.

*Women's ways of teaching? Early childhood teacher education at the intersection of empathy and feminism*

LEAH SCHOENBERG MUCCIO, UNIVERSITY OF HAWAII; LEA ANN CHRISTENSON, TOWSON UNIVERSITY; KEVIN MCGOWAN, SAM HOUSTON STATE UNIVERSITY

Can we reclaim the construct of empathy in our work as teacher educators to resist structures of gender-based power? We use poststructural feminist theory to probe the discourses of our practices across teacher education institutions in a profession dominated but not controlled by women to transform our understandings of our gendered practices as early childhood teacher educators. In our collaborative self-study, we call on the affordances to feminist theory to deconstruct our identities and practices related to empathy-focused teacher education and to develop pathways within our programs that enable teachers of young children to disrupt gender inequality.

*Doing gender at kindergarten: the colonizing forces of local communities of practice on children's gender performativity at kindergarten*

ALEXANDRA GUNN, UNIVERSITY OF OTAGO COLLEGE OF EDUCATION

Despite the diversity of human experiences of children and families that precede and exceed children's involvement in kindergarten, localised communities of practice (COP) operating there persuasively shape children's learning. Gender equity has long been a goal of early childhood education in Aotearoa yet as novices to adult COPs, which around the world continue to show much resistance to gender equity goals, children are bound to repeat traditional and narrow forms of gender and gender relations for themselves. How might early childhood professionals, from a COP perspective find ways to intervene?

**Chestnut: St. Lawrence Room, 3<sup>rd</sup> floor (capacity 30):**

*Realizing the Reality of Black Students of a Public Institution*

SAMANTHA SHUMSKY, SENECA COLLEGE

It is clear that over the years as a nation we have made some influential strides regarding the fair treatment of individuals. Attempts have been made in various public institutions across Canada to ensure equity for all its citizens. So, it is important that these changes develop over time so that students in the education system can also experience the benefits that inclusion and equity offer. Unfortunately, we are not at the point where there is fair treatment all the time toward all individuals. The following is an examination of the true reality experienced by some children of public institutions.

*Black Representation in Nature in Children's Literature*

MAUREEN WILLIETTE NICOL, UNIVERSITY OF TEXAS, AUSTIN

With the increasing popularity of nature-based pedagogies for young children in the United States, outdoor education programs for young

children remain places of racial and economic exclusion (Sawyer, 2013). While there have been a number of recent critiques of the whiteness of environmental education for young children, particularly in relation to the coloniality of romanticized images of white settler children in nature. There is little work that extends these critiques to racialized representations of Black children's relationships with nature (Nxumalo and Cedillo, 2017). This paper attends to this gap in scholarship with attention to the messages that Black children receive about nature and their relationships with nature in picture books.

*Reflections of the both/and: (re)Contextualizing space and time of family literacies*

BETH COLEMAN, DURHAM NC

The (dis)placement of men to maximum-security prisons has markedly increased with the proliferation of mass incarceration (Murray & Farrington, 2008). Thus, families and children's sense of belonging and home are also governed and (dis)placed. This paper is a preliminary theoretical sense-making of my role and participation in a Family Arts Program that seeks to connect children and incarcerated men through an exchange of writing. In challenging the traditional contexts, times, and places of our praxis as critical teacher-educator-researchers, we can more strongly reconceptualize the places and time of decolonizing early childhood education (Soto & Swadener, 2002).

**Chestnut: Giovanni Room, 2<sup>nd</sup> floor (capacity 60):**

*The Duell[ing] Identities of Danish Family Child Care Providers:*

*Unskilled and Professional*

KATE MACCRIMMON, UNIVERSITY OF WISCONSIN-MADISON; HEBA ABDULJALIL, DENMARK

The primary aim of this paper is to demonstrate the marginalization of family child care providers' professionalism and knowledge in Denmark, and the implications this has on their professional identity.

Using a feminist framework (Jones & Osgood, 2007), we examine the mismatch of what is deemed an exemplary organizational structure of early childhood (Moss, 2003), and how the public perception of providers plays out in a dual and contradictory manner. We argue that we must move beyond a binary definition to a deeper meaning of what it means to be a professional (Tochon, 2017; Osgood, 2013).

*A school for everyone? Challenges to belonging in Iceland*

LEIGH M. O'BRIEN, STATE UNIVERSITY OF NEW YORK AT GENESEO

Do all Icelandic young children have access to the "good Nordic childhood"? Is early education in Iceland really for all as per the guiding policy of the national education system? My ethnographic research in early childhood classrooms (both playschools and primary schools) in Iceland, and Karlsdóttir's study of two very different Icelandic preschools, showed that despite the best of intentions, some degree of "othering," especially related to disability and immigrant status, occurred in the various settings. This othering appeared to impact children's belongingness and, as is so wherever this occurs, raises questions that require the attention of researchers and pedagogues.

*Walking in complex worlds: The power of translation in one collaborative education policy effort.*

THELMA NAYQUONABE, OJIBWE, LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE; LUCINDA HEIMER, UNIVERSITY OF WISCONSIN-WHITEWATER; DIANNE SULLIVAN, OJIBWE – LAC COURTE OREILLES, GRADUATE SCHOOL MASTER'S STUDENT

With racial understanding at a disturbingly low point, our work regarding the ability to translate across racial and cultural lines holds power. Our life stories have relevance as we explore degree attainment for Ojibwe community members, field experiences for university students and address the dangerous dynamic of internal colonization. Under the theoretical umbrella of decolonizing

methodologies, we share insights using duoethnography for deep reading and analysis across our shared stories. This work connects the history of colonization to inform the present and plan for a future that connects authentic indigenous cultural and linguistic identity with current early childhood education policy.

**Room - TBA:**

*Bouncing Back; Exploring the Role of Resilience in Children's Educational Achievement*

O. RUXANDRA APOSTOLESCU, PENN STATE UNIVERSITY

The concept of resilience, or the ability to recover and thrive despite ongoing hardship or disappointment, is assessed through a Bakhtinian approach of indeterminacy, dialogism, and answerability. The emotional lives of children growing up in disadvantaged communities around the world are marred with discontinuity, affecting their sense of belonging, identity, and subsequent ability to excel academically. Coping mechanisms and behaviors associated with emotional struggle are often misunderstood in an educational setting, causing many students to be seen as disruptive or obstinate. Educators should employ pedagogical approaches that reflect students' changing emotional needs and support resilience.

*Childcare work between the existing and the potential: Exploring democratic perspectives on professional practice and development*

SIGNE HVID THINGSTRUP, UNIVERSITY COLLEGE UCC, DENMARK

The paper discusses preliminary findings from an action research project on professionals' work with children's wellbeing in Danish childcare institutions. Focus is on democratic potentials of and tensions in professional practices. Democracy is a pressing concern for childcare institutions: Institutions play a role in societal distribution of privilege; professionals increasingly experience disempowerment; and international educational policies marginalize democratic discussions

about educational goals. The research project studies implications for childcare institutions and professionals of these types of processes and explores possibilities for empowerment of professionals and for the reintroduction of democratic perspectives into research on and development of childcare work.

*Children's well-being – a joint effort?*

ANJA MARSCHALL, UNIVERSITY COLLEGE UCC DENMARK

Today there is a strong focus on children's well-being. This paper examines young children's well-being across the contexts of day care and family life. It is highlighted how parents' and professionals' attempts to cooperate in supporting a child's development and well-being are sometimes conflictual because of their different perspectives on the child. However, this point merely underlines the need for cooperation.

**Chestnut: Carlton Room, 2<sup>nd</sup> floor (capacity 30):**

*Reconfiguring the Social World in Early Childhood Literacy: Materiality, Movement, and Modality as Mediation* (panel)

JON M. WARGO, BOSTON COLLEGE; KRISTEN WHITE, PH.D.

CANDIDATE, MICHIGAN STATE UNIVERSITY; COLLEEN WHITTINGHAM, UNIVERSITY OF NORTH CAROLINA CHARLOTTE

Recent scholarship in early childhood education has highlighted the ethical and political urgency in considering the more (than) human (Blaise, Hamm, & Iorio, 2017; Dahlberg & Moss, 2005; Kuby & Rucker, 2015, 2016; Lenz Taguchi, 2010; Thiel, 2015). This panel takes heed of this emergent call to critically interrogate the politics of movement, multimodality, and the material in early literacy. Drawing on a diverse range of theoretical perspectives (e.g., actor-network theory, feminist new materialisms, social geography & geosemiotics), presenters talk across an array of "lively stories" (van Dooren, 2014) to consider new realities in early literacy research and practice.

**Chestnut: St. Patrick South, 3<sup>rd</sup> floor (capacity 30):**

*Belonging: pedagogical documentation as critical engagement between educators and families*

STEPHANIE SAGMOEN SIQUEIRA, SCHOOL DISTRICT 36, SURREY

Building strong relationships between practitioners and families is vital in early years settings. This paper focuses on identifying the factors influencing the perspectives and experiences of early childhood practitioners and families in relation to the use of pedagogical documentation within the Anti-Bias Approach. Drawing on success stories this session aims to identify the benefits of using pedagogical documentation as a tool in the Anti-Bias Approach for building a strong sense of belonging, relationships and community while highlighting parental voice and critical engagement.

*Reconstructing Reflective Pedagogy for Working with Families:*

*Listening to the Needs of Preservice Teachers*

MARI RIOJAS-CORTEZ, THE UNIVERSITY OF TEXAS AT SAN ANTONIO (UTSA); TIVY WHITLOCK, THE UNIVERSITY OF TEXAS AT SAN ANTONIO (UTSA); RAQUEL CATALDO, THE UNIVERSITY OF TEXAS AT SAN ANTONIO (UTSA)

Teachers' lack of understanding and empathy for families particularly those who are culturally and linguistically diverse, immigrants, refugees and of different structure, promote marginalization and oppression. Therefore, it is imperative for future early childhood educators to be given the opportunity to develop understanding and empathy by participating in field experiences that will help them interact with families. This session highlights a qualitative research study that focused on the implementation of reflective critical pedagogy through a mentoring program for preservice teachers in a teacher preparation program at a Hispanic-serving institution of higher education.

*Debunking Stereotypes: Working together with EC-teacher candidates at the frontera*

VEJOYA VIREN, UNIVERSITY OF TEXA; MIRYAM ESPINOSA-DULANTO, UNIVERSITY OF TEXAS

In this project, two teacher educators working with EC Teacher candidates at the frontera, attempt to raise awareness of diversity while developing tools for debunking pervasive stereotypes within the discourse of a Hispanic Serving Institution's (HSI) "homogeneous" environment.

**Room - TBA:**

*The Changing Face of Immigrant Children: War on Poverty to the Trump Era.*

DORY LIGHTFOOT, IISSE, MADISON, WI

This paper looks at discourse concerning immigrant children over the last several decades. There have been several strands of mainstream discourse dealing with immigrant children—from arenas such as government, policy studies and curriculum. Unbeknownst to most of us there have been alternate images of immigrant children going on in right wing publications. This paper compares the various types of discourse concerning this population and asks questions such as "How do the various strands of mainstream discourse compare to each other?" "What is right-wing discourse about these children?" "How might mainstream educators understand and react to these disturbing discourses?"

*Historical and Contemporary Perspectives on Democratic and Social Justice Education in Early Childhood*

SHIRLEY A. KESSLER, NATIONAL-LOUIS UNIVERSITY (EMERITUS);  
MARIANNE (MIMI) BLOCH, UNIVERSITY OF WISCONSIN-MADISON

In keeping with the theme of this conference, this presentation examines citizenship and democratic education from the point of view

of two key actors in the history of the kindergarten, Henry Barnard, called the father of the kindergarten, and Elizabeth Peabody, its apostle (Weber, 1969). The first author draws from an historical research project that focuses on a critical theory of curriculum (e.g. Kliebard, 1995; Karier, 1975; Apple & Beane, 2007) and draws on historical documents as ways to examine early curricular aims, values, and experiences. The second presenter in this session then examines the findings of this historical research study in relation to current debates as to the purpose of early childhood education and schooling for democratic living.

**Room - TBA:**

*"I drew happy sparkles around me, because I arrive back in Sydney": 'Nation' as part of children's place making processes*

ZSUZSA MILLEI, UNIVERSITY OF TAMPERE, FINLAND

Early childhood settings are important sites where children conceive spatial, cultural, social and political ideas of the nation and where children participate in affective integrative processes related to these ideas, their place in the world, and notions of self and other. In my ethnographic project on children's place making, I understand the nation as a process – routine talk, practices, symbolic systems, institutional arrangements, that "(re)create the world as a world of nations" (Skey, 2011, 7). In this presentation, I illustrate how children in their everyday activities mobilize and creatively reinterpret and affectively perform national frames that might show little similarities to those levelled at them.

*Bi-Cultural Identity Construction in Immigrant Children and Implications for Early Childhood Practice*

ELAINE CAGULADA, RYERSON UNIVERSITY

The theme for this year's International Reconceptualizing Early Childhood Conference, "Finding Home in the World: Migration,

Indigeneity, and Citizenship”, will be felt throughout the proposed session. Children from immigrant families, whether they are born in Canada or elsewhere, enter a confusing place once they begin to understand their family’s cultural roots. Whereas young children may experience a completely different culture at home, this experience is different in the context of Canadian culture, where the dominant Western narrative is still largely prevalent. Traditional assumptions about our children need to be challenged as they begin to learn how to navigate their intersectional lives. The traditional view of culture as binary (e.g. that one is either Asian or Canadian, not both) must be dismantled so that children are able to experience the freedom of proudly identifying as more than one culture. Furthermore, the idea of “inclusive” practice in early childhood must be redefined so that educators are more mindful of what is considered to be inclusive and what is considered to be cultural-appropriation.

*From Displacement to integration: The settler and indigenous perspectives on Canadian immigration policy*

THEO NAZARY, RYERSON UNIVERSITY; HARALD BAUDER, RYERSON UNIVERSITY

As a settler country, Canada was formed through the displacement and dispossession of Indigenous territories. Canada’s formation as a nation relied on immigration policy that brought new settlers to the land. This paper examines the literature on Canadian immigration policy from a historical perspective. An unsettling issue of Canadian immigration policy over the years has been the “Indian Problem.” At the beginning, Indigenous peoples were displaced to reserves and removed out of sight. In the second half of the 20th Century, it attempted to integrate them under the “multicultural” umbrella. An important aspect of this integration policy has been the increasing urbanization of Indigenous peoples in Canada. We argue Indigenous perspectives of belonging and identity are purposefully excluded from Canadian immigration policy because these

perspectives clash with Canada’s national imagination as a settler country. We conclude that colonialism continues through Canada’s immigration policy.

**Nutrition Break: 3:30 PM - 4:00 PM**

Chestnut Residence and Conference Centre

**Breakout Sessions: 4:00 PM - 5:30 PM**

**Chestnut: St. Patrick North, 3<sup>rd</sup> floor (capacity 60):**

*Communities of Care: responsive early years settings in a time of change*

SHEILA GARRITY, NATIONAL UNIVERSITY OF IRELAND

Conceptualising early years settings as ‘communities of care’ reflects the narrative arising from recent ethnographic research conducted in the West of Ireland. Drawing on the ethic of care as an underpinning theoretical framework, the presentation outlines the potential of early years settings to represent reliable, responsive fixtures in the lives of young families, offering a sense of belonging and validation for a range of stakeholders. The presentation will have implications for state policy and contribute to the growing global debate to reconceptualise early childhood education.

*Leading for social change?: Exploring the role of early childhood leaders in Singapore’s pragmatic landscape.*

SIRENE MAY-YIN LIM, SINGAPORE UNIVERSITY OF SOCIAL SCIENCES

This presentation draws from an ongoing study on a group of about 50 early childhood (EC) leaders who work in child care centres or kindergartens in Singapore. In an almost entirely private and commercial EC sector, the study explores the role of EC leaders’ responsibilities and daily tasks and relationships within their settings. EC in Singapore is mainly wrapped around issues of families’ needs and human capital needs with little concern for children as citizens.

Framed by critical and postcolonial theories, I explore the tensions and possibilities of how these leaders can influence social change as pedagogical and administrative leaders.

*Paradoxes of freedom: Exploring the borders of democracy in the practices of early years educators in Portugal*

DIANA SOUSA, UNIVERSITY OF WINCHESTER

In 1974, after nearly half a century of dictatorship, 'democracy' emerged in Portugal as a central aspiration. It shaped all levels of education, and Early Childhood Education (ECE), specifically, has been influenced by the strong desire of the government to create a democratic society. This paper discusses perspectives of freedom to decide and enact practices as a strong democratic principle, from educators within three kindergartens of different providers in Portugal. In the kindergartens researched, discourses and practices of democracy as the application of freedom were loosely coupled and educators were transformed into isolated conveyors, catalysts, holders of power and colonizers.

**Ryerson University: ILC 102, 240 Jarvis Street (capacity 40):**

*Now I see you, now I don't! Color-blindness, articulations of race, citizenship and belonging amongst educators and children in ECE environments (panel)*

RACHEL BERMAN, RYERSON UNIVERSITY; BEVERLY-JEAN DANIEL, RYERSON UNIVERSITY; ALANA BUTLER, QUEEN'S UNIVERSITY; KERRY-ANN ESCAYG, UNIVERSITY OF NEBRASKA

Children's notions of identity and belonging are shaped by their early experiences and the discourses to which they are exposed. Unfortunately, few research studies have explored the ways in which the topic of race is expressed or addressed in early childhood settings in general, and in the Canadian context in particular. This workshop will be based on the findings of a recent Social Sciences and

Humanities Research Council of Canada funded research project entitled 'Can We Talk About Race? Confronting Colour-Blindness in Early Childhood Settings' (CWTAR). We will discuss how to better support diverse children and their families particularly in light of the changing notions related to citizenship, social justice and inclusion.

**Chestnut: St. Lawrence, 3<sup>rd</sup> floor (capacity 30):**

*Border Onto-Epistemologies: Considering materiality for reconceptualizing early childhood education (panel).*

Shana Cinquemani, Michigan State University; Heather Kaplan, UNIVERSITY OF TEXAS; KRISTINE SUNDAY, OLD DOMINION UNIVERSITY; REBECCA JOHN, OLD DOMINION UNIVERSITY

This panel takes, as its starting point, the disinterred sentiments of nativism in the United States and the authoritarian permission for the subsequent exclusion of the "other" in questions of belonging, borders, and community. In consideration of how these discourses are ensconced in restrictive rhetoric that circulate in endlessly narrow ways, we draw on how ideas of materiality can play a part in defining and redefining early childhood understandings of space and structures. Specifically, we look towards ways that onto-epistemological perspectives can be thought of in relation to borders to expand understandings of self, materials, community, and research.

**Chestnut: Giovanni Room, 2<sup>nd</sup> floor (capacity 60):**

*Exploring and Pushing on Borders in a Texas public Pre-K [Explorando y Empujando Fronteras en una escuela in Tejas]: What we have learned about curricula and activism from RECE and implemented in the landscape of reluctance that is Texas public schooling.*

TIM KINARD, TEXAS STATE UNIVERSITY; JESSE GAINER, TEXAS STATE UNIVERSITY

This session is the story of our frustration with the marginalizing effects of "English as a second language" instruction and the narrow



curriculum for those who speak Spanish in our community. This frustration drove us to design a curriculum around storytelling and building with open-ended, recycled materials toward theorybuilding about self, school, matter, mind -- an intra-active meaning-making (Hultman & Lenz Taguchi, 2010). Our work is a practical collaboration with a school district, and we hope to be part of a conversation about this practicality implemented in our conservative U.S. state.

*Critical Rural Pedagogy: Whiteness, Risk, & the Promise of Young Appalachian Citizens*

PEGGY LARRICK, MIAMI UNIVERSITY

In response to accusations that “uneducated rural voters” were responsible for the election of the 45th president of the United States, I examine Appalachian early childhood pedagogies which offer the possibility of “unlearning supremacy” (Allen, 2009). Critical Whiteness Pedagogy (Matias & Markey, 2015), Critical place-based pedagogy (Gruenwald, 2003), and the capacity of the poor young child to make sense and communicate understanding of themselves as local and global citizens (MacNaughton, Hughes & Smith, 2008) offer Appalachian early childhood educators frameworks to resist traditional positivist paradigms (Bloch, 1992) and deconstruct discourses of “risk” by reconstructing a discourse of pride and promise (Swadener, 2010).

*Discourses of children’s rights in education practice and policy: Constructions and representations of the child through protection, capacity, age and emotionality*

LAURA GOODFELLOW, MANCHESTER INSTITUTE OF EDUCATION

This paper explores the representation and enactment of children’s rights in special educational needs policy and local government, and its transformation into practice. A Foucauldian Discourse Analysis of educational psychology practice explores understanding, knowledge,

acts and processes that create and open up spaces for the development of children’s rights and participation, such as acts of consent, access to services and involvement in decision making. Discourses of protection, capacity, age and emotionality emerged as signs for exclusion from decision making processes and the imagined and constructed child is explored further through postcolonial analyses of the child as the subaltern.

**Chestnut: Carlton Suite, 2<sup>nd</sup> floor (capacity 30):**

*Immigrant Parents’ Agency and Compliance in Home-School Relations*  
REBECCA S. NEW, UNC-CHAPEL HILL

This presentation presents highlights from an ongoing ethnographic study of Chinese and Latino/a immigrant parents of young children during their transitions from home to preschool and kindergarten in two progressive school districts. Emergent findings about parents’ interpretations of children’s school ‘readiness’ and incomplete or erroneous understandings of parental rights will be used to challenge contemporary views on ‘parental involvement’ and home-school relationships during the current economic and political context. Vignettes will illustrate parents’ evolving forms of agency within more reciprocal home-school relationships as well as shifting reliance on extended family members, social media and transnational exchanges of information about children’s early education.

*Family Language Policy in immigrant families: A exploratory case study of Chinese immigrant parenting and children’s heritage language maintenance*

HAO WU, UNC-CHAPEL HILL

This presentation focuses on Chinese immigrant parents’ decisions re children’s dual-language learning and kindergarten readiness. The larger study on which this presentation is based builds on anthropological studies of parenting and child development,

interdisciplinary research on immigrant social networks and school achievement; and research on bi-lingual and bi-cultural identity. Data analyses on heritage language maintenance is guided by theories of family language policies. Case study vignettes highlight parental decisions regarding dual language programs; and illustrate the fluidity of cultural models as children and adults traverse cultural and political settings both strange and familiar.

*"You Have to Sign Here:" A Hermeneutic Reading of a Four-Year-Old's IRB Play*

FRANCESCA PASE, UNIVERSITY OF GEORGIA

In this paper I document 4-year-old Dixon's play at being a researcher. As Dixon plays, he embodies the role of the researcher while simultaneously inverting the power dynamic that is inherent in the researcher/participant, adult/child relationship. His play, although brusque at times, is kind. He associates kindness with politeness. This brings to light Dixon's understanding of the importance of kindness as a component of appropriate behavior. Using Gadamer's philosophical hermeneutics I discuss Dixon's play as a form of self-presentation that incorporates the adult ritual of informed consent (IRB) with his understanding of politeness.

**Chestnut: St. Patrick South, 3<sup>rd</sup> floor (capacity 30):**

*Whose doll culture are we playing with in our preschools? Preservice teachers talk popular culture and social class*

ALLISON HENWARD, PENN STATE UNIVERSITY

This paper investigates female preservice teacher's beliefs of fashion dolls within preschool classrooms. Interview focus groups transcripts were analyzed through feminist post-structural perspectives, revealing highly classed and gendered beliefs surrounding doll play. The preservice teachers' rejection of certain dolls, but not others can more accurately be understood as classed gender performances. This paper

argues that teachers' discursive practices surrounding dolls have significant implications for children who do not ascribe to middle class ideas of popular culture. It suggests teachers' beliefs and approaches should be critically examined to better work toward pedagogies of belonging for all children.

*Comparing "learning through play" in Mainland China, Hong Kong and Singapore by using "Asia as method"*

LUTING ZHOU, THE UNIVERSITY OF MANCHESTER

It is a common phenomenon that most researchers outside the western culture usually adopt western theories as the main reference standard. In the context of globalization, scholars in ECE have found that western theories may not work well in non-western countries. In this paper, I explore multiple frames of references around "learning through play" in ECE by using "Asia as method". The present paper is to document how educators rethink and reflect about western pedagogical theories and practices are cooperated for children's learning through play. It will make a contribution to building new knowledge and practices in Asia contexts.

*Track Star + thing power: Be[com]ing in the literacy workshop*

KORTNEY SHERBINE, FRAMINGHAM STATE UNIVERSITY

This paper explores the intra-actions between and assemblages among classroom materials, a teacher's chair, and a seven-year old boy during a second grade literacy workshop. I consider the ways in which the relationships between the human and nonhuman produced multiple ways of being and, in particular, new modes of competence for a child whose classroom literacy practices were often considered illegitimate or unremarkable. Drawing on posthumanist philosophies of difference, I suggest that the child's affective relationships with materials and his teacher's willingness to engage in a nomadic pedagogy produced new opportunities for him to engage with and

demonstrate his literate selves and, subsequently, created a not-yet-experienced and unanticipated sense of belonging.

**Room - TBA:**

*Towards a caring democracy? Exploring the role of the childcare community in resisting neoliberalism and embracing our work as political practice* (panel).

BROOKE RICHARDSON, RYERSON UNIVERSITY; JANE HEWES, THOMPSON RIVERS UNIVERSITY; PAM WHITTY, UNIVERSITY OF NEW BRUNSWICK

This open space discussion forum will challenge participants to explore the care of children, the work of caregivers/educators and their own work as political practice. The neoliberal norms and values which have had, and continue to have, devastating impacts within and beyond our sector are interrupted from the perspective of Tronto's (2015) "caring democracy". We will explore how such concepts as "privileged irresponsibility" intersects with our own personal and professional lives, discuss and explore experiences where neoliberal "truths" have both limited and necessitated alternative ways of being/acting and brainstorm creative ways of contesting neoliberalism's oppressive orientation to providing, theorizing, and/or researching childcare.

**Room - TBA:**

*More than a murmur – an imagined future childhood*

JOHN MCGARRIGLE, SUMMERHILL, INSTITUTE OF TECHNOLOGY, IRELAND

Creative arts practices provoke imagination that can celebrate the quotidian and change dominant conceptions of childhood and need not limit us to fitting children into a world that does not seem to care. Arts based methods challenge the normative constraints on being and invite openness to celebrate the novel (Kim, 2016). In an interactive session participants are invited to...

Imagine a child

Or

Draw the uniform of an early years professional

Contributions will form an assemblage of international voices to support discussion and change in early years.

*Creating Alternative Communities in a Time of Crisis*

SUSAN BERNHEIMER, SANTA MONICA, CA

This presentation addresses the critical task of preparing early childhood educators to create alternative communities for families in a time of crisis. Currently, large segments of the American population (as in many countries) are at risk of persecution, including refugees, Muslim communities, and immigrants. Preparing administrators and teachers to generate communities of safety and inclusion will necessitate shifting to a multifaceted pedagogy, taking learning beyond conditioned knowledge through in-depth reflection, interactive problem-solving and shared stories. The presenter will demonstrate how co-constructed learning brings about the knowledge and skills for developing inclusive, alternative communities for children and parents.

*Re-envisioning Culture and Community: A Preschools Journey Exploring Culturally Responsive Pedagogy*

VICTORIA DAMJANOVIC, UNIVERSITY OF SOUTH FLORIDA; ELYSE LEDFORD, UNIVERSITY OF SOUTH FLORIDA; STEFANIE LYNCH, UNIVERSITY OF SOUTH FLORIDA

This paper explores the evolution of a preschool's attempts to embed culturally responsive pedagogy into daily practice. We questioned the authenticity and superficial nature of the dominant discourse, as it failed to meet the needs of our unique community. We decided to start by listening to the voices of children and families. Through our pedagogy of inquiry children, families, teachers, and faculty are all stakeholders in our learning community. As we continue to study the

Project Approach we strive to create a space that recognizes the value of stakeholders, their unique perspectives and ways of knowing through exploring the everyday.

- **Dinner on your own** -

## **Conference Thursday October 26, 2017**

**Plenary: 9:00 AM - 10:30 AM**

Toronto Central Grosvenor Street YMCA Centre  
20 Grosvenor Street  
Auditorium

Chair: Jenny Ritchie, Victoria University of Wellington

*Indigenous knowledges, globalization, early childhood education, tensions and tangents: perspective from local practices on four continents.*

CAROL ROWAN, CONCORDIA UNIVERSITY; AILIE CLEGHORN, CONCORDIA UNIVERSITY; LUZ MARINA HOYOS VIVAS, CONCORDIA UNIVERSITY; LAILA ALEKSANDERSEN NUTTI, SAMI ALLASKUVLA, GUOVDEGAIDNU

In this session the presenters who work with Indigenous populations in Sapmi, Inuit Nunangat, Namibia and Colombia, assemble with four separate and connected presentations in order to consider complexities of contemporary practice in an age of globalization and perpetuating colonization. We recognize the inclusion of indigenous knowledge in educational spaces as a political act. In this session we set out to consider what happens to hegemony and coloniality when we examine early childhood practice not as fixed and knowable, but shifting in response to global forces, and profoundly influenced by the elements of the local Indigenous place?

**Breakout Sessions: 11:15 AM - 12:45 PM**

Chestnut Residence and Conference Centre

**Chestnut: St. Lawrence, 3<sup>rd</sup> floor (capacity 30):**

*Critical (Childhood) Studies: Diverse forms of Activism as Avenues for Just Transformations in Difficult Times.* (panel of 3 papers)

JENNY RITCHIE, VICTORIA UNIVERSITY OF WELLINGTON; RUTH BEAGLEHOLE, FOUNDER, ECHO PARENTING & EDUCATION; GAILE S. CANNELLA, INDEPENDENT SCHOLAR

We live in complex neoliberal circumstances that now overwhelm us all as we face political conditions that are increasing human forms of marginalizing and injustice exponentially as we are, at the same time, cognizant of the disastrous consequences of human centeredness on the more-than-human including the earth itself. Further, the critical research and scholarship that has countered these power orientations currently face discourses that disqualify our efforts. Authors in this panel discuss a range of hope-filled possibilities to address these dire circumstances, from childhood curriculum, to new forms of community action, to reconceptualizations of activist critical qualitative research.

**Chestnut: Carlton Suite, 2<sup>nd</sup> floor (capacity 30):**

*SF inquiry: Repositioning childhood studies in new patterns of relationality.* (panel of 3 papers)

LAURA TRAFÍ-PRATS, MANCHESTER METROPOLITAN UNIVERSITY; JAYE JOHNSON THIEL, UNIVERSITY OF GEORGIA; KIMBERLY POWELL, PENNSYLVANIA STATE UNIVERSITY

The papers in this panel set SF inquiry (Haraway, 2016) in dialog with research on the senses. We are interested on how sensuous inquiry's conception of the body as porous, decentered, and extensive (Manning, 2007) complements SF more-than-human understanding of bodies as entangled with forces, things and environments. By thinking

with this theory, we reposition the study of childhood in multispecies, material, emplaced common world relations (e.g. Pacini-Ketchabaw, Taylor & Blaise, 2016). The three papers reflect on a relational ethics of co-habitation, creation of new patterns of living and dying, and distributed affectivity between adults, children and other living organisms.

**Chestnut: St. Patrick North, 3<sup>rd</sup> floor (capacity 60):**

*A school as a transformative community: Lessons from an alternative Polish educational institution*

KATARZYNA GAWLICZ, UNIVERSITY OF LOWER SILESIA

This presentation aims to explore the possibility of constructing a school as a transformative community in a neoliberal society. Drawing on observations and interviews from ethnographic research in a Polish free democratic school, and using the concepts of an emergent community (Davies 2014) and schools as forums in civil society (Dahlberg, Moss, Pence 2007) as a theoretical lens, I examine everyday practices whereby the school as a community is created; tensions between an individual and a community; the role of resistance, as well as the ways in which the school negotiates challenges that arise from its functioning in a neoliberal context.

*Producing and maintaining data-doppelgangers: rethinking early years' assessment in England.*

MANDY PIERLEJEWSKI, UNIVERSITY OF MANCHESTER

In this presentation, a conceptual analysis of relevant research literature surrounding assessment practices in the English early years' context reveals children reconstructed as data. The complex, chaotic and unpredictable nature of the child is reconstituted in numerical form; a form which can be measured, compared and manipulated. Here therefore, as part of an emerging doctoral thesis and building on the work of Williamson, children are reconceptualised

as data-doppelgangers, ghostly apparitions which replace the actual embodied child. The impact of this process on new arrivals is explored, as they are recreated in relation to English expectations and norms.

*Bringing Postmodern Teacher Professional Development to a Modernist Context: Can That Bridge be Crossed?*

SHELINA WALLI, THE AGA KHAN UNIVERSITY AND UNIVERSITY OF ARIZONA

Through this paper, I share my work in progress and preliminary findings as I discuss the landscape of early childhood education in Tanzania including inconsistencies in implementation of education policy and teacher preparation processes. The dominance of modernist views in teacher preparation curriculum conflicts with the realities in early childhood classrooms, creating a need for professional development for teachers. My study seeks to better understand how elements of postmodernism, like communities of practice and funds of knowledge, can be integrated in to professional development activities within the Tanzanian early childhood education system to enhance teachers' classroom practice.

**Chestnut: St. Patrick South, 3<sup>rd</sup> floor (capacity 30):**

*Appropriate readiness and parenting culture*

TOMAS ELLEGAARD, ROSKILDE UNIVERSITY

Recently a discourse on preparing children academically from an increasingly younger age has been strengthened in a Danish context. Based on an ongoing research project we examine different aspects of this intensified focus on readiness. One aspect is intensified pressure on pedagogues to function as supervisors for parents. Another aspect is a shared ambivalence: from the top state levels to the level of every day practice and discourse in families and day care – early childhood is (still) viewed as a period which should be more unstructured and free as the same time as there is growing anxieties about preparation.

*Comparing 'being, and 'becoming'. Negotiating readiness in Early Childhood Education and Care in Zealand (Denmark) and New Zealand.* (60 min. workshop)

NIELS KRYGER, AARHUS UNIVERSITY; ALLAN WESTERLING, ROSKILDE UNIVERSITY

The interactive workshop comprises presentations of findings from an ongoing (2016-18) Danish research project focusing on concepts and practices of readiness in ECEC in comparing and analysing sites (field works in ECEC as well as curricula) in Denmark and New Zealand with a particular focus on cooperation between institutions and families. The project shows complex connection between readiness, cultural identity and institutionalization of childhood. We found that in both countries ECE is considered as a key factor in Nation building and in identity politics in production of what can be labelled the (multi-cultural) 'Kiwi child' vs. the (mono-cultural) 'Danish Child'.

**Chestnut: St. David, 3<sup>rd</sup> floor (capacity 60):**

*Counternarratives from the Margins: School Stories in Children's Voices*  
SHERI LEAFGREN, MIAMI UNIVERSITY; FRANCIS BROADWAY,  
UNIVERSITY OF AKRON

This paper documents the impact of children's school stories on pedagogical and curricular decision-making in an urban elementary school. In consideration of the importance of knowledge from the margins—the testimonies of children—we employed a key component of Critical Race Theory, counter-storytelling, to center the voices and lived experiences of children of color—children marginalized by their race, class, and their age (their incompleteness) in developing representations of their complicated and nuanced school stories. In our presentation we will share aspects of the counternarratives produced in children's voices, and will then explain how these narratives are influencing curricular and pedagogical shifts in their classrooms.

*“What’s my level? What does it matter?”: Unpacking neoliberal truths about leveling young readers and texts*

SUE NOVINGER ROBB, STATE UNIVERSITY OF NEW YORK; KATHLEEN OLMSTEAD, STATE UNIVERSITY OF NEW YORK

We interrogate how young children are positioned through the common, but highly problematic, practice of leveling texts and readers. Using post-structuralist and post-humanist theories, we found that not only did children construct shifting identities while immersed in multiple, conflicting leveling practices, but that children actively worked to renegotiate their identities through engaging in meaningful literacy practices of choice. Moreover, we found that leveling practices are normalized in ways that mask race, social class, and gender. In this session we challenge the neoliberal “truth” that children can/should be classified, sorted, and regulated according to arbitrary developmental norms that undergird leveling practices.

*Cafecitos: Parental literacy encounters aiming to unmask the world of advanced learning opportunities in public schools.*

ALZIRA DOS SANTOS DUNCAN, UNIVERSITY OF ARIZONA

Cafecitos, Parental Literacy Encounters, aim to unmask the unknown world of advanced learning opportunities in public schools especially for the linguistically and culturally marginalized people. Knowing the academic opportunities afforded in public schools allows for the understanding and the raising of consciousness among the families that are not traditionally familiarized with the academic enriched programs. Having access to this literacy, parents disrupt the traditional pipeline of underrepresentation in higher academic level classes, thus creating opportunities for the redistribution of power and income among the common people. We will explore and showcase multi-layered strategies that are used to accomplish the objective of increasing exposure and participation in advanced learning opportunities in public schools.

**Chestnut: Terrace, 3<sup>rd</sup> floor (capacity 60):**

*Refugee student teachers’ conceptions of hospitality in field placement sites*

CHRISTINE MASSING, UNIVERSITY OF REGINA

Although the Canadian government has offered hospitality to increasing numbers of displaced migrants, early childhood teacher education programs are still framed by an authoritative discourse (Bakhtin, 1981) foregrounding Western theories and normative values. This presentation draws upon data from a multi-sited ethnographic study of refugee student teachers, examining the nature of the hospitality extended to them in their field placement sites. The findings indicate that the participants conceived of themselves as being received as ‘guests’ however in dialogue with their own cultural interpretations of the specific practices that were constitutive of welcoming a visitor, they constructed this reception as inhospitable.

*“Why I Kept Going”: Coping Mechanisms of Early Childhood Preservice Teachers of Color at a Predominately White Institution*

CRYSTAL GLOVER, WINTHROP UNIVERSITY; TENISHA L. POWELL, WINTHROP UNIVERSITY

Preparing teacher candidates to work with an increasingly diverse K-12 public school population is a primary concern for teacher education programs across the United States (Neito, 2013). Yet many teacher education programs overlook the educational experiences of their own teacher candidates from culturally and linguistically diverse backgrounds (Cheruvu et. al, 2014). The study presented in this roundtable describes how the perspectives of preservice teachers of Color are shaped by their experiences at a Predominately White Institution in the Southeastern United States. The presenters will share the coping mechanisms and personal reflections of early childhood preservice teachers of Color and outline innovative strategies on retention efforts for diverse teacher candidates.

*International field experiences: One Minority World student-intern's ability to accept and adapt to cultural differences in a Majority World classroom.*

SAMARA MADRID AKPOVO, UNIVERSITY OF WYOMING

The data presented here comes from a six-month case study of one Minority World student-interns' critical incidents before, during and after a 3-week university sponsored international field experience at an early years centre in Kathmandu, Nepal. The research questions were: 1) what are the critical incidents of a Minority World student-intern during an international field experience? 2) What was the qualitative experience of cultural difference displayed in the critical incidents? The findings illustrated how the student-intern, who viewed herself as a teacher 'imposter' and someone who valued 'being wrong,' also displayed the ethnoreactive qualities of intercultural sensitivity (i.e., acceptance and adaptation) when she encountered disorienting events around child discipline and pedagogy. Findings revealed how she modified her actions based on the Nepali norms demonstrating cultural pluralism and empathy, which increased her confidence as a global practitioner.

**Chestnut: Lombard Suite, 2<sup>nd</sup> floor (capacity 60):**

*The trajectories and disjuncture of the "Superkids" in Indonesian early childhood education policy*

ALI FORMEN, UNIVERSITY OF AUCKLAND

Since the early 2000s, Indonesia has promoted massive early childhood programs. To support the campaign, the government published diverse policies, for which developmentalism—ideas derived from human development studies—is used to define its idealised "Superkids". An educator taught in/for developmentalistic teacher training, my understanding of children was equally developmentalistic. My later encounter with Foucault's philosophy however led me to reconceptualise this understanding and my view

on policy. I began to see that developmentalistic policies marginalise Indonesia's long-established education ingredients: nationalism and citizenship. Moreover, their images of Superkids' do not obviously correspond to the post-2000 reform call for democracy-through-education.

*The invisible woman: researching the (in)visibility of Black women in early childhood education literature and curriculum*

FLORA HARMON, TEXAS A&M UNIVERSITY; RADHIKA VIRURU, TEXAS A&M UNIVERSITY

At an early age children are taught who is important and who is not in society. How often are children taught about the importance that Black women bring to society? K. Sue Jewell writes that for the privileged to maintain their privilege an image must be created and reinforced (1993). Is early childhood education a reinforcer of the oppressive imagery of the Black woman in society? Using Black Feminist Theory, this paper will present a qualitative content analysis of the Texas kindergarten curriculum standards and associated children's literature to review how Black women are represented in them.

*Creating "Safe Enough" Spaces to Unpack Issues of Migration, Indigeneity, and Citizenship Through Reflective Practice*

BETH POWERS, MILLERSVILLE UNIVERSITY; DEBORAH TAMAKLOE, MILLERSVILLE UNIVERSITY

In this interactive dialogue two educators share highlights from their research based on their striving to "create safe enough spaces" (Powers & Duffy, 2016) where preservice teachers can grapple with the complexity of serving diverse children and at the same time question their preconceived notions. They also draw on Anzaldúa's (1987) conceptualization of borderlands and hybridity, Kumashiro's (2000) theory of multiple understandings of the self and the "other" in relation to oppression, and Freire's (1970) conception of



conscientization. The presenters: a) describe critical reflection engagements b) share pre-service teachers' narratives and c) engage participants in conversations about potential research collaborations.

**Chestnut: Elm Suite, 2<sup>nd</sup> floor (capacity 60):**

*Visualizing Identity in Neo-Liberal Times* (Hands-on visual art workshop)

MARNI BINDER, RYERSON UNIVERSITY; VANESSA BARNETT, RYERSON UNIVERSITY

This co-constructed creative workshop will explore visual arts approaches to pedagogies of identity and uncertainty as participants unpack and explore the importance of authentic voice and agency. Through hands-on investigation with text and self-image participants will engage with a range of materials as they deconstruct personal ideas of how our identities as teachers and researchers are galvanized in changing times.

- Lunch on your own -

**Inclusion at RECE: 12:45 PM - 1:45 PM**

Chestnut: Carlton Suite 2<sup>nd</sup> floor

Please join us for a discussion of how to make RECE an inclusive and welcoming environment for all. We will discuss existing proposals and solicit new ideas for addressing all aspects of diversity in our community and how we can be accommodating and thoughtful.

Chair: Mara Sapon Shevin

**Breakout Sessions: 2:00 PM - 3:30 PM**

**Chestnut: St. Lawrence, 3<sup>rd</sup> floor (capacity 30):**

*Displaced Childhood: Studies of Trauma, Innocence, and Ancestral Ghosts* (panel)

LISA FARLEY, YORK UNIVERSITY; SANDRA CHANG-KREDL, CONCORDIA UNIVERSITY; JULIE C. GARLEN, GEORGIA SOUTHERN UNIVERSITY

The papers of this panel comprise scenes of displaced childhood, where children move, are moved, and move us to question the meaning of being together in the world in new ways. Across each of the papers, displacement takes on political, social, personal, and emotional significance, including the migration of people across the globe, the unequal organization of identity, and the emotional transfer of meaning to ever-new objects and relations. Our aim is to dislodge any universal sense of childhood as wholly coherent and to consider what it means to theorize the work of embodying a viable sense of self amid psychical fragments and social conflict.

**Chestnut: Carlton Suite, 2<sup>nd</sup> floor (capacity 30):**

*Building Bridges Between Home and School: Positioning children at the center of their preschool experience*

MONICA MILLER MARSH, KENT STATE UNIVERSITY; EMILY MCHENRY, KENT STATE UNIVERSITY; MUSTARY MARIYAM, KENT STATE UNIVERSITY

Utilizing a funds of identity approach (Joves, Siques, & Esteban-Guitart, 2015; Esteban-Guitart & Moll, 2014) this case study explores how children in one preschool classroom craft their identities. Participants include two teachers and 20 children - ages 3 to 5 - from diverse backgrounds. Data were gathered through observations, discussions, children's responses to curricular experiences, and teacher journaling. The children's funds of identity that emerged through mediated discourse analysis (Kuby & Vaughn, 2015) were intentionally integrated into the curriculum so that children who speak languages other than English and/or are members of non-dominant cultures had greater access to the learning community.

**Chestnut: St. Patrick South, 3r floor (capacity 30):**

*Facetiming Common Worlds*

CATHERINE HAMM, VICTORIA UNIVERSITY; NICOLE LAND, PHD CANDIDATE, UNIVERSITY OF VICTORIA; MIM BROWN, CLARE COURT CHILDREN'S SERVICE, AUSTRALIA; SHERRI-LYNN YAZBECK, UNIVERSITY OF VICTORIA CHILD CARE SERVICES; KIM AINSWORTH, UNIVERSITY OF VICTORIA CHILD CARE SERVICES

Thinking with an early childhood education pedagogical inquiry between University of Victoria Child Care Services, located on Lekwungen territory in Canada, and Clare Court Children's Service, located on Wurundjeri country in Australia, this workshop experiments with digital technologies, including Facetiming, to wonder the pedagogical possibilities for carefully and critically tuning with children, with contested technologies, to our common worlds: how might we tell stories of pedagogies with technology, with more-than-human-others, and with a deeply-felt accountability to settler colonialism? How might digitally exchanging our encounters with place be a method for engaging the politics of ongoing colonization differently with children?

**Chestnut: St. Patrick North, 3<sup>rd</sup> floor (capacity 60):**

*It Takes a 'Competent System' to Really Belong. A systemic analysis of the ECEC-system in Germany*

KATRIN MACHA, INTERNATIONAL ACADEMY BERLIN

A competent system can be a key to create the ground for a sense of belonging in Early Childhood Care and Education (ECEC). Our research found that there are two intentional motions within a competent system: the need and will to empower everyone to participate and as well as the agency and self-empowerment of actors themselves in the system. Referring to the first goal of "everyone feels that they belong" (DECET, 2007) I will explore what aspects within a competent system make it easier to belong to it. Our research also addresses some of the

difficulties and the traps the ECEC systems fall into while on their way to becoming a competent system, where everyone feels a sense of belonging and is empowered to engage.

*A political and psychoanalytic reading of resistance in children's play*  
ALEX COLLOPY, PENNSYLVANIA STATE UNIVERSITY

This paper provides multiple readings of children's resistance in a preschool classroom as a framework for understanding and responding to children's behavior. I analyze resistance as a mundane playfulness, and as a form of political resistance, and in a psychoanalytic reading of resistance. I tell the story Morgan, a 3-year-old child who was having difficulty in her transition to school and began repetitive play of her stuffed dog peeing on the classroom carpets. I argue that these multiple readings are necessary in order to create a facilitative classrooms space, and promote a more responsive and therapeutic pedagogy.

*Leadership in Early Childhood Education and Care: How it is and how it could be*

GERALDINE NOLAN, TRINITY COLLEGE IRELAND

In recent years the early years practitioner may have handed over the responsibility of advocacy to senior stakeholders. If the principles of social justice are to be supported, practitioners need to re-engage collectively with advocacy. This objective may be realised through Leadership. However, nationally (Ireland) and transnationally there is confusion concerning ECEC leadership, limited research, training, and policy. This study explores how leadership is understood/practiced and its potential for social justice. Social feminism underpins the study and data was garnered from semi-structured interviews, within an embedded case study. Many insights with regard to leadership and research have/continue to emerge.

**Chestnut: St. David's, 3<sup>rd</sup> floor (capacity 30):**

*Quickening Early Childhood Research Agency: Detangling Knotty Questions to Re-Locate {"find a home in the world"}*

WILL PARNELL, PORTLAND STATE UNIVERSITY; INGRID ANDERSON, PORTLAND STATE UNIVERSITY; SOOBIN DAVID OH, PORTLAND STATE UNIVERSITY; ANGELA MOLLOY MURPHY, PORTLAND STATE UNIVERSITY

Four co-participants as a research troupe, two doctoral students and two professors, share in a narrative and a/r/tographic representational experience about their burning, burgeoning and most desirous research questions. Their focused interview sessions with each other consists of addressing 3 questions through an engaged pedagogical and emergent listening process (Rinaldi, 2006; Davies, 2014). The interview process utilizes both a/r/tography to represent and deepen meaning about the interview and narrative expression to describe, explain and expand on the meaning in the representations. Seamon (2012) calls this research process "cross-hatching." Through cross-hatching, we also burst forth toward potential and alternative meanings in research (Parnell and Iorio, 2016) as we attempt to "bridle the experiences" (Dahlberg, 2006). We believe our research pinpoints unexamined questions lurking in the shadows and behind the big ideas, allowing the co-researchers to find more desire and attraction to research questions causing a spiraling inward effect. Findings and implications are ongoing.

*Questioning notions of governance, citizenship, and learning through kindergarteners' acts of discipline and regulation*

CHRISTOPHER P. BROWN, PH.D., THE UNIVERSITY OF TEXAS AT AUSTIN; JOANNA ENGLEHARDT, THE UNIVERSITY OF TEXAS AT AUSTIN; DA HEI KU, THE UNIVERSITY OF TEXAS AT AUSTIN; DAVID BARRY, THE UNIVERSITY OF TEXAS AT AUSTIN

An important factor that may be missing from recent attempts to counter, resist, and/or reconceptualize the early education process are the actions of children, particularly those that reinforce the neoliberal assemblage of schooling. This paper begins to address this issue by employing Foucault's conceptions of governmentality and biopolitics to examine how children in a kindergarten classroom located in the United States reinforce the dominant neoliberal discourses of schooling through acts of discipline and regulation. Such an analysis creates the opportunity to consider what needs to be done so that both early educators and children can live in the present otherwise.

*Emergent pedagogy of sustainability*

MIA HUSTED, UNIVERSITY COLLEGE COPENHAGEN; THORLEIF FRØKJÆR, UNIVERSITY COLLEGE COPENHAGEN

'Nature and Sustainability' seeks to renew pedagogical activities round interactions between humans, nature (s) and environments through learning processes and experiments. Nature activities in Danish day care centers generally present nature, animals and plants in line with the idea of one original Nature. The complex ways that humans are entangled in regulations of their living environments and the difficulties to see through sustainable answers to modern industrial regulations of nature and living are rarely echoed in the activities. This study places the inner relation between a democratic culture and knowledge production in the center of pedagogical developments of emergent sustainability.

**Chestnut: Terrace, 3<sup>rd</sup> floor (capacity 60):**

*“ ... ”: (Re)imaging agency through the embodied knowledge of a toddler*

JENNY LAMPE, KENT STATE UNIVERSITY CHILD DEVELOPMENT CENTER

This presentation will challenge the ideologies that are perpetuated through theoretical ideals of toddler development and theory by decentering the role of verbal communication and emphasizing the role of physical within the production of knowledge. The data for this research will be generated through practitioner inquiry in order to retell/represent classroom events that present toddlers agents of embodied knowledge. This understanding will then serve as a platform to reimagine our youngest learners as more capable, knowledgeable, communicative, and powerful.

*To Transform or To Reproduce: Critical Examination of Teacher Inquiry within Early Childhood Teacher Preparation*

SOPHIA HAN, UNIVERSITY OF SOUTH FLORIDA; JOLYN BLANK, UNIVERSITY OF SOUTH FLORIDA; ILENE BERSON, UNIVERSITY OF SOUTH FLORIDA

This study analyzed early childhood pre-service teachers' final teacher inquiry projects to examine their understanding of the inquiry cycle, selection of inquiry topics, and varying roles inquiry played in their professional learning. The findings suggest that teacher inquiry can be used as a reproduction tool to reinforce existing school culture and practices. We raise questions such as, is all inquiry desirable as a process regardless of its focus; is it a realistic expectation to aspire that pre-service teachers will engage in critical inquiry that could transform teaching and learning; and what roles should early childhood teacher educators play.

*Pedagogical Gatherings in Early Childhood Teacher Education*

FIKILE NXUMALO, UNIVERSITY OF TEXAS AT AUSTIN; CRISTINA D. VINTIMILLA, CAPILANO UNIVERSITY; NARDA NELSON, UNIVERSITY OF VICTORIA

Based on our work as pedagogistas, this paper focuses on the question of emergence and emergent curriculum in relation to early childhood educator subjectivity. Particularly, the paper considers not only how emergent curriculum sustains ideas and explorations in early childhood classrooms, but, how educators' subjective dispositions towards what emerges are also important. Drawing from theories that situate educator subjectivities and curriculum-making within current neoliberal times, we put forward propositions for engaging early childhood educators in making commitments to pedagogical gatherings that do not move away from ethical, justice-oriented and risky curriculum-making.

**Chestnut: Lombard Suite, 2<sup>nd</sup> floor (capacity 60):**

*Critique and sense-making in spite of early academics and standardized concepts for pedagogical work (panel)*

KAREN PRINS, ROSKILDE UNIVERSITY; UNNI LIND, ROSKILDE UNIVERSITY; CHRISTIAN AABRO, ROSKILDE UNIVERSITY

Early Childhood Education (ECE) in Denmark draws on a long tradition emphasizing play, care, development, well-being, participation and democratic processes. However, in recent years there seem to have been a tendency to focus on the individual child and his or hers needs, rather than community building. This is further supported by municipalities' promotion and adaptation to manual-based programs and a strong political focus on early academics. This panel presents and discuss critical analysis on this development drawing from three different projects and explore possibilities of sense-making and critique for the professionals.

**Chestnut: Elm Suite, 2<sup>nd</sup> floor (capacity 60):**

*Considering the Urgencies of “all that moves” with the young child and teacher (panel)*

JANICE KROEGER, ASSOCIATE PROFESSOR KENT STATE UNIVERSITY;  
LOLAGUL RAIMBEKOVA, DOCTORAL CANDIDATE, KENT STATE UNIVERSITY;  
SOLOMON AMUZU, FOUNDING DIRECTOR AND PROJECT LEADER, CALL TO NATURE PERMACULTURE (CNP); ADONIA PORTO, PH.D. LEAD PRESCHOOL TEACHER, CHILD DEVELOPMENT CENTER, KENT STATE UNIVERSITY; REVEREND CHRISTINE WIDRIG, M.ED, HEAD PRESCHOOL TEACHER, HEAD START

We are interested in the education of YC, highlighting caring for the earth we share. We particularly want a transcendence and a broader notion of practice, thinking of how to (do, teach, learn, educate, research) and frame our ideas around YC and those who teach them to care differently. Highlighting the social justice moves of many ECE scholars, our goal is put the earth~nature culture~ and notions of with living things more centrally in our concerns with young children. Our three papers do various things, but the central tenet of the panel is to ask some basic questions about how to be transformative or ‘reconceptualist’ in early childhood practices within the Anthropocene (Haraway, 2016).

**Nutrition Break: 3:30 PM - 4:00 PM**

Chestnut Residence and Conference Centre

**Breakout Sessions: 4:00 PM – 5:30 PM**

**Chestnut: St. Lawrence, 3<sup>rd</sup> floor (capacity 30):**

*Beyond Words (panel)*

GAIL BOLDT, PENN STATE UNIVERSITY; JOSEPH MICHAEL VALENTE, PENN STATE UNIVERSITY; JOSEPH TOBIN, UNIVERSITY OF GEORGIA

In this panel, we explore what new ideas or experiences emerge when we go beyond words to conceptualize our practice and research. We ask questions about our ways of thinking, seeing, and doing that push the boundaries beyond the spoken and written word. In place of words, as a panel, we explore relational movements—via, for instance, embodiment, affect, and visuality—that allows us to generatively engage people, things, and events in research and in work with young children.

**Chestnut: Carlton Suite, 2<sup>nd</sup> floor (capacity 30):**

*Recomposing Activism in the 21<sup>st</sup> Century: The Early Childhood Pedagogies Collaboratory (interactive discussion)*

RACHEL HEYDON, WESTERN UNIVERSITY; B. DENISE HODGINS, UNIVERSITY OF VICTORIA; KATHLEEN KUMMEN, CAPILANO UNIVERSITY; VERONICA PACINI-KETCHABAW, WESTERN UNIVERSITY

This workshop aims to generate new thoughts about re-imagining activism for 21<sup>st</sup>-century pedagogies of belonging and community. We begin with a life-affirming analysis of the neocolonial and neoliberal times in which we live, followed by examples of how we are recomposing advocacy through the Early Childhood Pedagogies Collaboratory. Participants will be invited to engage with pedagogical traces to discuss how we might take up activism in ways focus upon the reconstructive work of thinking together with fruitful concepts and lenses that help us recompose worlds.

**Chestnut: St. Patrick North, 3<sup>rd</sup> floor (capacity 60):**

*Being, belonging, and the space in-between: Toddlers’ diverse ways of finding “home” and becoming a community in child care*

SUSAN L. RECCHIA, COLUMBIA UNIVERSITY; SEUNG EUN MCDEVITT, COLUMBIA UNIVERSITY; AURA PEREZ, COLUMBIA UNIVERSITY

This multi-case study followed five diverse toddlers as they transitioned into child care. Framed by the lens of third space and the

construct of borderlands, we focused on children's co-navigation, with their teachers and peers, in establishing a sense of belonging and community. We explored toddlers' ways of being oneself within the group while becoming a member of the community, negotiating curricular, teachers', peers', and parents' expectations. Although discontinuities in experience led to tensions in the transitional space, these ruptures also created opportunities to rediscover self and shift group dynamics in the process of being and becoming.

*Stares and stairs: Young children finding/founding spaces*

CASEY Y. MYERS, KENT STATE UNIVERSITY; ROCHELLE HOSTLER, KENT STATE UNIVERSITY

Speaking to the call for researchers to consider "the role and the utility of spatiality" in childhood/s, this paper discusses the ways in which young children and a university campus engaged each other, pushing the spatial boundaries of locations which had been formally designed for adult use through practices of finding and founding. This intra-active discussion will draw on a new materialist perspective as the authors share visual data generated during young children's excursions to campus, attending to the various spaces in which pedagogies of belonging and community might occur.

*Rituals of the everyday: minor gestures, attunement and animality*

CHRISTINA MACRAE, MANCHESTER METROPOLITAN UNIVERSITY

This paper looks at the composition of ritual using ethnographic data from research with two-year olds. I will explore human and non-human entanglements that co-produce and sustain small everyday rituals. Firstly, I explore some negative connotations that repetitive behaviours have when set within the narratives of normative child development. Secondly, I will use Erin Manning's concept of the "minor gesture" as an activating force that is located "from within experience itself, activating a shift in tone, a difference in quality"

(2016) to explore how young children both activate and are activated by their material lifeworld.

**Chestnut: St. David, 3<sup>rd</sup> floor (capacity 60):**

*Equality in ECEC policy discourses in Finland*

MAIJU PAANANEN, UNIVERSITY OF TAMPERE

There is a rising interest on in-/equality in the academic ECEC literature. The examination of the discourses of equality in policy making has been scarce. This presentation unravels the discourses of equality (in relation to ECEC) used by Finnish policy makers. Lazenby's (2016) elements of the concept of equality, the subjects between whom equality is to hold, and the objects around which equality is focused are used as analytical tools. Our results show that when talking about children, 'equality' receives multiple, sometimes contradictory meanings. When speaking about parents, the issue is reduced to the questions of money and freedom of choice.

*Mathematics for Social Justice with Young Children: Stories of Success*

JENNIFER WARD, UNIVERSITY OF SOUTH FLORIDA

Building upon work in teaching mathematics for social justice with middle, high school and adult learners, this presentation chronicles my experience as an early childhood teacher working with four and five-year-old children to use mathematics to understand and take action against social issues. Through autoethnographic approaches, I tell the story of my challenges and successes in doing this work, using this space to open a dialogue around the potentiality and necessity for young children to engage in these conversations to understand their world.

*Korean Children's understanding of social class through Disney films*

POOL IP DONG, THE PENNSYLVANIA STATE UNIVERSITY

This study is about Korean children's understanding of social class through Disney films. As an ethnographic case study, the six- and

seven-year-old children were shown and interviewed about Disney video clips showing different types of social class and class-passing. As a result, the children not only understood concepts of social class but also considered social inequalities and morality by discussing specific characters and typical plots that only allow class-passing through marriage. Therefore, this study cast doubt on the dominant developmental stage theory in media education and showed the children's critical and complicated understanding and meaning-making of social class.

**Chestnut: Terrace, 3<sup>rd</sup> floor (capacity 60):**

*Risky play in childcare: Finding space for the runners, jumpers, and climbers in a two's classroom*

AMANDA REEVES FELLNER, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

This exploratory study looks at the ways one teacher in a two's classroom supports or inhibits risky play and how her prior experiences influence her choices to intervene or step back. Using Foucault's (1980) notions of surveillance and power as a frame, this study aims to encourage deeper thought about the ways young children's physical play is limited in the name of "safety". By denying children agency in spaces that are designed for them, adults have the potential to limit children's ability to govern, explore freely, and learn to balance risk independently.

*Embodied Strategies in a 2nd Grade Robotics Class*

EUNJI CHO, UNIVERSITY OF GEORGIA

This study examined multiple actors and their collective agencies in order to understand children's learning in a robotics class with 24 second graders in a Title I elementary school. Drawing on Latour's Actor-Network-Theory, I intentionally look at robotic manipulatives as having agency in the robotics learning process. The result shows that

a robotic manipulative—Bee-Bot's command buttons were revealed as actors encouraging children to use their bodies—fingers, hands and wrists—in order to understand directional changes when they program a Bee-Bot. Embodied simulation connects abstract images of a Bee-Bot's movement to the reality and achieve the goal.

*Relational Pedagogy of Play: Interdependency Between Adults and Children in an Early Childhood Classroom*

MARIA PERSONS, CITY UNIVERSITY OF NEW YORK

Children's play does not take place in a vacuum; it is shaped by interconnectedness and interdependency with the adults and adult culture in the early childhood classroom.

This paper presents an ethnographic exploration of play as agentic social action between children and adults, with particular attention to how micro-interactions within the childhood classroom push against larger macro-ideological and pedagogical discourses. My central focus is on children's exercise of agency in play, which I argue does not take place within a separate children's culture but is interdependent with adult culture and adult-controlled social structures and ideologies within the relational space of the classroom.

**Chestnut: Lombard Suite, 2<sup>nd</sup> floor (capacity 60):**

*Children's waiting in School Age Care: Troubling neoliberal desires for productive use of children's leisure spaces*

BRUCE HURST, UNIVERSITY OF MELBOURNE

Australian children commonly experience School Age Care (SAC) services as spaces that provide for their leisure and play whilst parents work or study. Recent Australian early childhood reforms have repurposed SAC as a productive site for the education of autonomous child citizens (DEEWR, 2011). Whilst it is possible to conceptualise children's play as productive, other activities like children's waiting have a less certain status. This presentation draws on recent research into children's experiences of SAC. Neoliberal technologies

pathologise down-time activities like waiting. This discussion contemplates whether waiting in liminal spaces like SAC is inevitable and something that could be programmed for.

*Moving through Displacement and Finding a Theoretical Home in Early Childhood Education*

RICHARD JOHNSON, UNIVERSITY OF HAWAII

In this presentation I will actively engage the content of trauma and children from a critical theoretical perspective as I question and critique what I consider how our inadequate undergraduate and graduate teacher preparation curriculum addresses trauma. Of great concern to me is how do traumatized children today handle these psychological, social, emotional and physical traumatic concerns each day they spend in the classrooms, schools, homes, and larger community settings where traumatic events impact their lives?

*Play Stories: Identity shaping practice*

KATELYN CLARK, RUTGERS UNIVERSITY

Every teachers' experiences of childhood play and their particular career trajectory may be unique, but the interconnectedness of personal play history and choices in individual pedagogical practice is not—speak to an educator about play, and conversation invariably shifts to discussion of their childhood experiences of play. This study uses the re-storied narrative of four early childhood practitioners who, in sharing and reflecting upon their own past experiences begin to explore how their own personal play history and player identity shapes classroom interaction. This self-examination created space for teachers to critically examine their influence upon the culture of their classroom as well as their pedagogical practice.

**Chestnut: St. Patrick South, 3<sup>rd</sup> floor (capacity 30):**

*Hand in Hand: Developmental Support Planning for Mainstream and Indigenous Families*

CHAYA KULKARNI, DIRECTOR, INFANT MENTAL HEALTH PROMOTION, THE HOSPITAL FOR SICK CHILDREN

In this session, participants will learn how to use the results of a developmental screen, observations, and caregiver report to create a developmental support plan unique to the child. These developmental support plans (DSP) are strength based, age appropriate, and unique to the needs of the family. The DSP will equip practitioners to support parent-child relationships by targeting key areas of child development namely: communication, gross motor, fine motor, problem-solving, and personal social. This resource was initially developed for mainstream services, but an Indigenous adaptation will also be discussed to help the non-Indigenous worker better support Indigenous families.

**Chestnut: Elm Suite, 2<sup>nd</sup> floor (capacity 60):**

*'Now Let Us Shift': Infusing Women of Color Epistemologies in Early Childhood Studies (panel)*

MICHELLE SALAZAR PÉREZ, NEW MEXICO STATE UNIVERSITY; CINTHYA M. SAAVEDRA, THE UNIVERSITY OF TEXAS; AMANDA ARMSTRONG, NEW MEXICO STATE UNIVERSITY; BERTA M. CARELA, NEW MEXICO STATE UNIVERSITY; KIA S. RIDEAUX, UNIVERSITY OF NORTH TEXAS; KIYOMI SÁNCHEZ-SUZUKI COLEGROVE, TEXAS STATE UNIVERSITY; MARGARITA RUIZ GUERRERO, NEW MEXICO STATE UNIVERSITY

As women of color in early childhood, we share intimate tellings of our experiences theorizing with women of color scholars. We begin with a dialogue between those of us who are new to theorizing from the flesh and how it has inspired a shift in our thinking. Specifically, we discuss writing our-selves into early childhood studies, nutrition, public policy, technology, and mothers who are immigrants. We then



share suggestions about how women of color epistemologies can become central to the field. This not only transforms our approaches to research and pedagogy, but also who is part of the field and its purposes.

**Dinner and Awards: 6:30 PM - 9:30 PM**

Courtyard by Marriott Toronto Downtown  
475 Yonge Street

## Conference Friday October 27, 2017

**Plenary: 9:00 AM – 10:30 AM**

POD 250 Commons, Ryerson University, 350 Victoria Street, 2<sup>nd</sup> floor of Jorgenson Hall and Podium Buildings

Chair: Marianne (Mimi) Bloch, University of Wisconsin-Madison

*“The life needs to go on”: Experiences of pregnancy, childbirth, and early childhood among Syrian refugee families living in Lebanon*

Bree Akesson, Wilfrid Laurier University

As war in Syria continues to rage, the number of Syrian refugees continues to increase. A large number of Syrian families have sought refuge in neighboring Lebanon. The war and subsequent displacement has a destabilizing effect on families, especially on pregnant women and their young children, with their protective social systems (such as family and community) compromised. This paper highlights the experiences of Syrian refugee mothers (specifically those who are pregnant or those raising very young children) living in Lebanon, as a means by which to better understand and address early childhood and child protection issues.

*Developing a conceptual model of multicultural early childhood development in partnership with communities*

ANNA KIROVA, UNIVERSITY OF ALBERTA; REBECCA GEORGIS, UNIVERSITY OF ALBERTA; REBECCA GOKIERT, UNIVERSITY OF ALBERTA; LARISSA BROSINSKY, UNIVERSITY OF ALBERTA; TERESA MEJIA, UNIVERSITY OF ALBERTA

In this presentation, we will share a conceptual model that bridges community and theoretical/empirical perspectives about immigrant and refugee children’s early childhood experiences. We will narrate our collaborative learning in creating the “RAISED between Cultures” model together with our community partners. We will also discuss how we navigated disciplinary and sectoral boundaries while

developing resources for early childhood educators and facilitating change towards intercultural practice.

*Toward a Refugee Critical Race Theory in Education*

EKATERINA STREKALOVA-HUGHES, UNIVERSITY OF MISSOURI; KINDEL TURNER NASH, UNIVERSITY OF MISSOURI; ERSOY ERDEMIR, BOGAZICI UNIVERSITY, ISTANBUL

Evolving from research using critical race theory (Bell, 1987; Delgado & Stefancic, 2001) to frame school-based studies in early childhood (Cheruvu, Souto-Manning, Lencl, & Chin-Calubaquib, 2015; Nash, 2013) this presentation delineates the central tenets of an emerging theory: Refugee critical race theory (RefugeeCrit). RefugeeCrit's goal is to create educational praxis with refugee groups identifying as racial/ethnic and legal/political entities, by addressing the intersecting relationships between refugees and laws/politics/education (global and local). RefugeeCrit theorizes refugees as raced, minoritized (McCarty, 2002) beings that have been systematically oppressed by structures of power within their own countries of origin and after resettlement.

**Nutrition Break: 10:30 AM - 11:00 AM**

POD 250

**Breakout Sessions: 11:00 AM - 12:30 PM**

**Room - TBA:**

*Unpacking terms and destabilizing the language of early childhood:*

*Crossing borders between Germany and the US (panel)*

STEFAN FAAS, UNIVERSITY OF EDUCATION, SCHWÄBISCH GMÜND;  
ELENA NITECKI, MERCY COLLEGE; HELGE WASMUTH, MERCY COLLEGE

As the field of Early Childhood Education and Care (ECEC) is becoming more academic and assessment-focused in many western countries, we must critically examine the language used to justify such a shift. Our panel will discuss examples of how our conceptions of ECEC are shaped by different experiences, research and cultural background in the US and Germany. We will unpack three terms central to ECEC: "kindergarten"; "Bildung"; and "space." By destabilizing the language we thought we knew, we can reflect upon the power behind them in both German and American contexts.

**Room - TBA:**

*Seeking a home in the text: homewords homelands homework*

PATRICIA PALULIS, UNIVERSITY OF OTTAWA

Drawing from Amy Brandzel (2016) who challenges the concept of citizenship and evokes the violence of normativity, I want to engage with children's literature to provoke new routes to finding a home in the world. Brandzel evokes the specters of citizenship in deconstructing normativity. From a Facebook posting, Ruurs and Badr (2016) find a collaborative connection to tell a Syrian story through text and images. From a selection of children's literature, indigenous and global, we will work at imagining generative possibilities through a fracturing of normativity.

*Transgender Counternarratives, Children's Picture Books, and the Hegemony of Transition*

ASHLEY L. SULLIVAN, PENN STATE ERIE THE BEHREND COLLEGE;

LAURIE L. URRARO, PENN STATE ERIE THE BEHREND COLLEGE

As a result of the post-gay marriage backlash, the US has shifted its gaze to transgender children. This shift has led to increased misunderstanding and gross overgeneralizations. There is an expectation that all non-cis children follow the same path. We call this: the hegemony of transition- the belief that (among other things)

all gender creative children wish to fully transition from one dichotomous gender to another and that all children can and will “pass.” This dominant narrative is present in the majority of transgender children’s picture books, as identified by young gender creative people as part of our research study.

*Becoming Cookie Monster: Investigating Young Children’s Consumption of a Popular Culture Phenomenon*

EMMANUELLE N. FINCHAM, COLUMBIA UNIVERSITY

Children are consumers of popular culture from birth, yet their consumption of popular culture is not often acknowledged or examined until they are in preschool or primary classrooms. This presentation will share discoveries and wonderings from an investigation into Cookie Monster as a popular culture phenomenon, centering around one toddler’s becoming-Cookie Monster and the presenter’s nostalgic encounters. Drawing on poststructural theories, the intersections of race, gender, and “aggressive” behaviors will be interrogated within and against these encounters.

**Room - TBA:**

*Investigating Cultural Beliefs and Practices in Early Childhood Education Classrooms: Preschool Experiences in New Jersey and Pennsylvania*

MINSOO KIM-BOSSARD, THE COLLEGE OF NEW JERSEY; JENNIFER CHOI, THE COLLEGE OF NEW JERSEY; ALEJANDRA MENESES, THE COLLEGE OF NEW JERSEY

This paper investigates how immigrant children and their parents negotiate different cultural beliefs and practices in preschools, and how teachers and administrators support them. Preschools play a critical role in immigrant children’s well-being as one of the first places where the children are introduced to cultural customs of American society. The authors use a version of video-cued multivocal

ethnography and Bakhtinian textual analysis to illustrate the complexities of navigating multiple sets of cultural beliefs and practices in early childhood classrooms. The paper concludes by exploring the classroom implications of working with differing cultural norms from early childhood educators’ perspectives.

*Landing as an Immigrant: Toronto Story*

JONATHAN SILIN, UNIVERSITY OF TORONTO FELLOW

Becoming a landed immigrant in Toronto well past mid-life I found myself ambushed by a sense of emotional displacement and social vulnerability. I was prompted to undertake two streams of research. The first, autobiographical, structures this paper and involved unpacking my family’s immigrant past and my childhood understandings of those who came from elsewhere. The second, critical, explores the meaning of citizenship and places my personal history in broader social context. Here I move between classical Arendtian ideas to recent work on sexual citizenship, from my early career research into social constructions of childhood and current work forefronting the young as knowledgeable, competent, and agentic.

*Misunderstanding and conflict in relationships with families during the transition to school*

JOANNE LEHRER, UNIVERSITÉ DU QUÉBEC EN OUTAOUAIS

Focusing on transgressive emotional data drawn from narrative interviews with mothers, early childhood educators, and kindergarten teachers of children identified or constructed as ‘disadvantaged’, as well as my own entangled emotional reactions to the participants and their narratives, I explore misunderstanding and conflict in relationships with families during the transition to school. The ethno-poetic methodology attempts to crack open the sanitized space of research production, and confront the powerful and messy emotions that participants share, centering emotional knowledge as critical for

parent-educator relationships, and conflicts as a site of potential for transforming and transcending established interaction patterns.

**Room - TBA:**

*Belonging in Times of Fear and Vulnerability: Conversations with Migrating Families in Global Contexts* (workshop)

LARISSA CALLAWAY-COLE, CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS; JOVANA ORTIZ, CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS; ELIZABETH QUINTERO, CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

This workshop asks participants to consider the forced relocation and movement of families and the fear of forced relocation for families globally. We seek to consider the challenges, fear, and displacement facing families across a variety of contexts affecting their sense of capacity and resilience. Facilitators will share examples of practice, exemplifying challenges and sources of strength of families in California. Participants will focus on lived experiences and stories of children and families in regard to their geographic context in order to recognize the particular needs of marginalized communities and commit themselves as sources of support.

**Room - TBA:**

*Re-Imaging Matter in Children's Drawing* (panel)

CHRISTOPHER M. SCHULTE, PENN STATE UNIVERSITY; LESLIE RECH, SOUTH CAROLINA STATE UNIVERSITY; CHRISTINE MARMÉ THOMPSON, PENN STATE UNIVERSITY

Featuring the work of three early childhood art educators, this panel serves to reconsider the image of matter in young children's drawing. Informed by perspectives related to new materialist theories and the researchers' own storied engagements with children's drawing, this panel argues for a more-than-human orient to matter and to the idea

that objects and things, as well as other material phenomena, in drawing, are participants with children.

**Room - TBA:**

*Plying the Frame, Playing with Photography: Young Children's Images as a Play on Identity* (panel)

CASSIE BROWNELL, MICHIGAN STATE UNIVERSITY; HAENY YOON, COLUMBIA UNIVERSITY; TRAN TEMPLETON, COLUMBIA UNIVERSITY  
Images of children are often scripted by adult desires, leaving the complexity of their identities out of the frame. What happens when young children take charge of cameras to co-construct their own identities? The three ethnographic studies discussed in this panel reveal the multiple identities and communities of belonging that children, ages 3 to 8, negotiate throughout their schooling experiences. From photographs taken at home to those of teachers and peers in the classroom, the children's images reveal a knowing quality (Higonnet, 1998) that disrupts the dominant notions that "being young equates with nothing to say" (Thomson, 2008, p. 1).

**Room - TBA:**

*Creating transformative and sustainable changes within early childhood pedagogy in Ontario* (workshop)

KARYN CALLAGHAN, PRESIDENT, ONTARIO REGGIO ASSOCIATION; RANDA KHATTAR, CANADIAN ASSOCIATION FOR YOUNG CHILDREN; RACHEL LANGFORD, RYERSON UNIVERSITY; MONICA LYSACK, SHERIDAN COLLEGE

This interactive workshop invites participants to examine the possibilities of change within early childhood pedagogy in one jurisdiction, Ontario, Canada. The discussion will examine how the idea of the "competent, curious and capable child", recently introduced through policy documents into mainstream Ontario early childhood lexicon, has been taken up differentially and often

uncritically in the Ontario early years field, struggling against the undertow of developmentalism. We will pose three provocations-intertwining questions of policy, pedagogy, and educator identity-to ask what it takes to bring about change within early childhood pedagogy that is transformative and sustainable.

**Room - TBA:**

*Engaging with children, seeing meaning through their worlds* (panel)  
ANGELES MALDONADO, ARIZONA STATE UNIVERSITY; BETH BLUE SWADENER, ARIZONA STATE UNIVERSITY; NATASHA BLANCHET COHEN, CONCORDIA UNIVERSITY; LACEY PETERS, HUNTER COLLEGE, CUNY

Reflecting the 2017 RECE theme, this panel brings attention to three projects that explore children's views and voices on issues directly affecting them and their families and includes work from contrasting geo-political contexts: Québec, Arizona and New York City. As activist scholars, we see children/youth as resilient and vital actors engaged in advocacy and activism. Our panel is situated in a children's rights based framework, and we draw specifically from the United Nations Committee's General Comment No. 12, The Child's right to be heard (2009), which emphasized children's right to participate in decisions affecting them and to have their views taken seriously. Together, these papers expose the significance of seeing and understanding the situated meanings found and developed by children as they live and engage in their worlds.

**Closing Remarks: 12:45 PM - 1:00 PM**

Ryerson University, POD 250

**Lunch: 1:00 PM - 1:45 PM**

Ryerson University, POD 250

**Business meeting: 1:45 PM - 4:40 PM**

Ryerson University, POD 250

Agenda to be Announced.