26th International RECE Conference

Inequality in Early Childhood Education and Care

Danish School of Education (DPU)

Copenhagen, Denmark
14. –18. October 2018

Programme, Information & Abstracts
Welcome to the 26th RECE conference in Copenhagen

Dear all participants. We look forward to meeting you in Copenhagen. There are more than 300 registered participants from all continents, so there will be plenty of opportunities for exchanges across nations.

In 2018, as always, the conference will challenge traditional assumptions about children, childhood and the theoretical underpinnings of early childhood practices. The conference points to new directions in research, policy, and practice in early education and care. It emphasizes the intersections of theory, collective activism and conceptualizing practices in work with children, families, and communities. Within this larger framework, this year’s theme is “Inequality in Early Childhood Education and Care.”

Children’s social, cultural, ethnic, gendered, and religious differences too often lead to unequal Early Childhood Education and Care (ECEC) experiences. ECEC practitioners in many countries have lower status, salaries and harsher working conditions than their counterparts in other fields. ECEC programs can function to either reduce or exacerbate social inequality. The term “quality” is used, often unproblematically, to rate socially, culturally, and linguistically diverse ECEC programs and personnel. The local knowledge of communities often competes at a disadvantage with globally circulating knowledge. The practical knowledge of practitioners is trumped by the knowledge of experts and organizations who define and then impose decontextualized notions of best practice. Further, of course, the knowledge of children is too often undervalued by the adults who educate and care for them.

With such thoughts in mind, RECE 2018 will explore how inequality is produced and reproduced in different ways and at different levels, as well as how it can be counter-acted, and also the many ways that knowledge is being defined and applied in our ECEC research, theory, and practice.

RECE 2018 is hosted by The Danish Center for Research in Early Childhood Education and Care, Roskilde University and the Danish School of Education (Aarhus University).

The Program committee is: Allison Sterling Henward (Chair), The Pennsylvania State University; Annegrethe Ahrenkiel, Roskilde University; Tomas Ellegaard, Roskilde University; Shinae Han, University of Georgia; Michelle Salazar Pérez, New Mexico State University; Joseph Tobin, University of Georgia; Mathias Urban, Dublin City University; Yeojoo Yoon, The Pennsylvania State University.

We hope you have a splendid conference!

Host Committee
Annegrethe Ahrenkiel, Karen Ida Dannesboe, Karen Prins, Malene Broch Clemmensen, Niels Kryger & Tomas Ellegaard
Conference Venue

The conference takes place at:
The Danish School of Education (DPU), Building A, Campus Emdrup, Tuborgvej 164, Copenhagen (2400 NV).

Contact information

Host Committee:
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Transportation
DPU is right next to S-train station Emdrup. Emdrup is on the A-line. The direction is Farum when going from the airport and city center. It is approximately a 15 minutes trip from the city center and 40 minutes from Copenhagen Airport (CPH). There are frequent trains leaving from almost all stations in the city center to Emdrup. The easiest way to get to Emdrup from Copenhagen Airport is to catch the metro to Nørreport where you change to the S-train A-line.

From Emdrup station there is a 200 m walk to the conference venue. Signs at the site will give you directions.

You might consider buying a City pass if your hotel is in the center and/or you are going on the excursion: With a City Pass, you can travel unlimited on buses, trains and the metro in Copenhagen in zones 1-4 and to and from Copenhagen Airport. You can buy the tickets on arrival in the airport or in advance, in order for you to travel easily from and to the airport without having to think about where to purchase tickets, the types of tickets available or travel zones. Get more information on or buy a City Pass here. You can use this website to plan your travel in Denmark: http://www.rejseplanen.dk/bin/query.exe/en.

At the conference website there is general information on accommodation, how to get around in Copenhagen etc. You may also download the app “CM Events” that gives you access to the conference website.

Introduction groups – getting to know each other

Being introduced to each other and including newcomers all ready from the first day has always been an important element at RECE conferences. Given the number of participants this year (approx. 300) we have decided to organize an introduction-group event, where introductions take place in smaller groups with a blend of new and old participants from different nationalities. The idea is to make sure that everyone is introduced to someone else already first day. We want to give new and old participants a chance to meet and talk across new and old relations, languages, interests etc. and get a snapshot of all the interesting people and projects in the RECE community. Your nametag will indicate your introduction group by a letter from the alphabet. The introduction groups will meet in the assembly hall Sunday 5 PM under their assigned letter.

For presenters

All rooms are equipped with a projector, but you must bring your own laptop. Remember to check if your power plug works for Danish power plug sockets.

In all sessions, there is one person who has volunteered to chair. The name of the chair is indicated in the program. We do however encourage everyone and especially presenters to share the responsibility of furthering discussion by allowing sufficient time for questions and debate:

- If you have a panel/ workshop session, please divide the 90 minutes as you see fit but remember to allow time for discussion also for those who are not presenting.
- If you are part of a 3 paper session, please aim for 18 minutes per paper as this will allow time for discussion at the end of each paper. If the presenters agree you may consider a joint discussion at the end of the session. But in our experience this often leads to an unintended focus on the last paper, so we suggest you discuss the papers separately if they are not strongly connected.
Rest
If you need to rest during the conference, there are sofas on the third floor where you can lie down, next to the roof terrace between rooms A405 and A414.

Child minding
Room A200 (first floor) is allocated to participants with children.

After conference hours
Monday and Tuesday the conference programme ends at 5 PM. We suggest people meet at PS Bar and Grill in the city centre to continue conversations. The address is: PS Bar & Grill, Pilestræde 12A, 1112 København K

Programme changes during conference
An updated programme for all rooms will be posted on the doors, and will also be announced:
1. On RECE’s Facebook site: https://www.facebook.com/groups/RECEInternational/
2. On a whiteboard at the conference
3. In the morning
You may also download the app “CM Events” that gives you access to the conference website.

Need help with anything else?
If you need help with anything else, don’t hesitate to contact one of student helpers, who will be easily recognizable with t-shirts with a big question mark, or any member of the host committee.

Media

 RECE (Reconceptualising Early Childhood Education)
https://www.facebook.com/groups/RECEInternational/
#RECE2018 #bhvchat
http://www.receinternational.org

Eduroam or “AU-Guest”. Open browser and log on (through Facebook, Google, LinkedIn, SMS (Danish numbers) or a Microsoft account)
# Programme Overview

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Sunday 14th October

12:00-14:00
Coffee and registration
Location: Gallery 1 and 2

14.00-15.00
Welcoming ceremony
Location: Ceremonial Hall (A220)
  Host Committee and the Danish Centre for Research in ECEC
  Programme Committee
  Introduction to the programme

15.00-15.30
Plenary
Location: Ceremonial Hall (A220)
Educational missions and social divisions
Eva Gulløv, DPU, Aarhus University
Abstract: Although Danish society is generally characterised by prosperity, a high level of integration, stability and a low level of violence, the fear of disintegration, economic decline and violence has surged with the prospect of increased immigration, global competition, terror and a more polarised, unstable world. This seems to have augmented pre-emptive and regulatory measures in society in general, yet also increased demands to the educational institutions including early child education. The educational work are seen as a way of curbing the challenges and risks meeting society. Former anti-authoritarian ideals prioritising children’s free play and initiatives as well as individual teachers' pedagogical autonomy are being replaced by predefined programs, assessments and teacher regulation in order to ensure a specific educational outcome and govern the formative processes taking place. Teachers are expected to identify and prevent risks and social problems in children and families as early as possible. In short, a paradigm finding a solution in early intervention. In this lecture, I will discuss the social implications of this interventionist paradigm. I will argue that the enhanced efforts to stabilise social order and moral ideals through specific educational missions - or as I prefer to call them civilising projects - do not always work as intended. Rather than strengthening social cohesion, social lines of division might be reinforced when efforts systematically target specific individuals and groups perceived as positioned at the edge of the ‘civilised’ community.

15.30-16.00
Plenary
Location: Ceremonial Hall (A220)
ECECs as sites for common democratic experiences or reproduction of participatory inequalities?
Jan Kampmann, Roskilde University
Abstract: Increased use of predefined pedagogical programs, ‘recipes’ and standardized learning in the Nordic countries, with the proclaimed purpose of creating equal opportunities for all children, might have other con-sequences than those intended. Not only by narrowing down what is
considered 'a normal child', but also by re-installing certain types of hierarchy defining how different subjects or subject-positions have different legitimacy in taking part in decisions and initiatives in the everyday life in the institution. Implying not only that children in general are repositioned as objects for professional interventions and educational activities, instead of having rights as subjects with legitimate interests and curiosities. But also by differentiating the children into different categories with different (culturally determined) abilities in acting as a "proper day care/ECEC-child". If we broaden the perspective even further, my claim will be, that also the professional (the pedagogue/preschool-teacher) could be seen as having lost the right to define the situation, or in other words, to legitimize their practise by her/his own professional judgement. Instead, the power to define the situation/the pedagogical practise is in the "hand" of the externally prescribed programs and procedures. More than hundred years ago, Dewey argued for seeing democracy as a lifeform, recommending that schools and preschools should practise democracy, offering children (and the teachers) democratic experiences. In the Nordic countries, we have had a long – and proud, in our own understanding - tradition in trying to live up to this idea. I will critically discuss if this approach has disappeared – and what the alternatives might be.

16.00-16.30
Coffee Break
Location: Gallery 2

16.30-17.00
Plenary
Location: Ceremonial Hall (A220)
The Professionalization of Kindergartens in a time of ‘care crisis’
Steen Baagøe Nielsen, Roskilde University

Abstract: The Danish kindergarten sector is often regarded as particularly successful in securing both a high attendance because it is affordable, that children receives a high quality care service, and that it also provides for a very high rate of mothers being active on the labour market after only months after birth. In the OECD, this Danish / Nordic care model is referred to as a 'social pedagogy tradition', and is characterized as a full-fledged alternative to a European-American "model", often part-time, based on curricular organization of learning in a pre-primary approach more focus on targeted school preparation (OECD 2006, 2012). Over the last decade or two attempts have been initiated (by the labour union BUPL as well as by the educational institutions (University Colleges) to professionalize the work through the introduction of a formalized curriculum and vocabulary around the ethical obligations etc. Despite the possible potentials of professionalization, this paper argues that this development within the field does not seem to help the understanding and recognition of the work and the importance of qualified staff. Instead these measures much of the central care work in kindergartens is continuously 'made invisible' and that this could be seen as unjust and even as a violation of the involved professional staff.

Following the arguments of both Nordic theories of care analysis (Szebehely, Waerness) and theoretical under-standings of critical sociologist like Honneth and Fraser I argue for the need to further the recognition of the real qualities in care work through other paths than formalization. This will not only benefit the women who (most often) do the work – but it will most likely also enhance the conditions for the children who attend.

17.00 - 17.15
Introduction Groups
Location: Ceremonial Hall (A220)

Your nametag will indicate your introduction group by a letter from the alphabet. The introduction groups will meet in the assembly hall Sunday 5 PM under their assigned letter.

17:15-19.00
Reception
Location: Assembly Hall
Monday 15th October

9:00-10:30
Plenary
Location: Ceremonial Hall (A220)
Inequities of personhood: Thinking about children as beings (not becomings) in India, Lebanon, and the United States
Jennifer Keys Adair, University of Texas at Austin; Thea Abu El- Haj, Barnard College, Columbia University; Garene Kaloustian, Lebanese American University; Shubi Sachdeva, University of Texas at Austin
Abstract: This session considers development or capability expansion as “opportunities” that are constructed in and translated through global north ideological domination in early childhood education. Using an historical and localized interrogation provided by Black Liberationist Marxism and the particular work of Charles Mills, these three papers offer examples of how development is presented as an amoral, biological or even constructivist set of events even though their application to children’s lives is one of constructing and reifying personhood and subpersonhood along racial, ethnic, religious or economic lines. Each paper uses videos or photographs and specific ethnographic examples to demonstrate the unique ways in which developmental theories justify inequitable early learning experiences for young children and continue to challenge the desires of communities to resist dominant, empowered perspectives on early learning.

10:30-11:00
Coffee Break and Registration
Location: Gallery 1 and 2

11:00-12:30
Session 1
1A- Paper session: Wellbeing and ethics of care in ECEC
Location: A104
Chair: Rachel Langford

Completing ethical care interactions in ECEC settings: An observation study of social inequalities
Rachel Langford, Ryerson University; Brooke Richardson, Ryerson University
Abstract: A key premise of ethics of care scholarship is that care is completed when the care receiver acknowledges the care. What are the implications of this premise for educators’ caring interactions with young children? Drawing on findings from an observation study of care in early childhood settings, this presentation explores these implications and particularly in light of asymmetries of power in care relations between educators and children.

Well-being in the early childhood institution (ECEC) - a collective phenomenon with conflicting interest
Unni Lind, RUC
Abstract: Based on my empirical study in ECEC in Denmark, I will map and discuss the Well-being of children and pedagogues. Well-being is examined as subjective and psychological well-being. This means that well-being is perceived as an individual matter, and that it is the well-being of the individual that is measured and evaluated. This approach encounters challenges, and therefore I
suggest well-being as a collective and conflict-inducing phenomenon, in an attempt to explore possibilities and alternative routes for understanding well-being and the pedagogical work in ECEC. I invite my international colleagues to share experiences and reflections on the topic.

Unequal access to democratic experiences for all – culturally Embedded Models And Potentials
Karen Prins, RUC/UUC
Abstract: Through a cultural analysis of connections between policy, actions, materiality and sense making and inspired by poststructuralist theory, I show how naturalized cultural models of democratic practices in Danish early childhood pedagogy, and neoliberal discourses of language ability and early intervention seem to produce minority children as foreign and deprived, and thereby creating unequal access to democratic experiences. At the same time I try to unpack seemingly overlooked potentials for alternative understandings of democratic experiences for younger children. In my session, I wish to present and invite participants to discuss possible suggestions to that.

1B- Panel session: The pleasure and violence of theories in ECEC: in search of more liveable worlds
Location: A210
Chair: Jayne Osgood

Janye Osgood, Middlesex University; Ann Merete Otterstad, Oslo Met; Camilla Eline Andersen, Inland Norway University; Hanne Berit Myrvold, Oslo Met; Constance Elmenhorst, Barnehage Fjordvangen; Trine Kampmann-Jensen, Inland Norway University
This panel brings together reflections and deliberations about the role of theory in ECEC research, teaching and practice. It does this by offering a collective account of how theory comes to matter at different points and levels. Theory can be thought and experienced as a positive and generative force that enables worldviews to be opened out and for deep and critical reflection. However, bringing theory to bear on research, teaching and pedagogical practices can also generate disquieting, unsettling and sometimes monstrous affects. Together we gather examples of how theory is both pleasurable and violent, but argue it is always necessary.

1C-Panel session: Children's views and voices in challenging times and political spaces
Location: A403
Chair: Beth Blue Swadener

Sonay Gaches, University of Otago; Angeles Maldonado, The Institute for Border Crit Theory; Beth Blue Swadener, Arizona State University; Lacey Peters, Hunter College, City University of New York
Each presentation in this panel represents a small part of an emerging global network of researchers who focus on enacting children’s participatory rights to share their lived experiences and concerns. We seek to document children’s views and forms of child and youth involvement in their families, communities, and activism on issues that affect them. We explore their conceptions of inclusion amidst a tense and polarizing socio-political landscape and highlight the pressing need to take the views and perspectives of children seriously in decision-making and the process of creating policies and laws that impact them and their families.

1D-Paper session: The experiences of multilingual children in ECEC classrooms
Location: A212
Chair: Carolina Cabezas Benalcazar
(Un)learning languages in early childhood classrooms: pedagogies of voices and silences
Carolina Cabezas Benalcazar, Monash University

Abstract: The aim of this research was to explore how educators, children and families perform languages and multilingualism in one kindergarten setting. Using autoethnography, and drawing concepts from poststructuralist, critical, postcolonial and decolonizing theories, Third World feminisms, and feminist new materialism I situate myself and this research within multiplicities of thought, being, and becoming to explore my language(s), languaging and multilingualism within a predominantly English-speaking society. I transgress different worlds of my academic life, to investigate how the teaching, learning, and practice of language(s) and multilingualism is performed in one multilingual kindergarten in an inner-city suburb in Melbourne, Australia.

Heritage language maintenance: A case study of two young U.S.-Born Korean American children
Youngnin Seo, Doraying Elementary School

Abstract: This comparative case study investigated how parents’ perspectives about heritage language maintenance affect children’s opportunities to learn their heritage language at home and in community-based heritage language school, focusing on issues concerning linguistic culture resulting in linguistic discrimination. This study also shows that parental decision about home language reflects linguistic ideologies parents hold. This study highlights that heritage language schools on the boundary of the two cultures help children develop their linguistic and cultural repertoire and adopt new language forms and language varieties while bilingual identities of the children emerged.

“He doesn’t have any language”. Multilingual children’s position in the Kindergarten
Kjartan Aandersen Belseth, Østfold University College

Abstract: This paper explores the position of multilingual children in Kindergartens. In this paper I explore how the kindergarten can be viewed as a colonizing arena for children who have more spoken languages than just Norwegian. The paper uses postcolonial theory to address issues regarding children as subjects, language, discourse and power. By using Fanon’s theories about being “the other”, the paper will discuss how multilingual children are met by the staff in the Kindergarten, and thus, how the Kindergarten in many ways can serve as a colonizing arena for multilingual children.

1E-Paper session: Practice, policy, and regulation

Location: A214
Chair: Esben Kofod-Hannberg

Childcare as national welfare work
Sofie Rosengaard, University of Copenhagen

Abstract: In the light of post-structural and post-modern theory this presentation discusses how children in Denmark are brought up as national citizens in public institutions. The presentation is based on a recently finished PhD-project on how daycare institutions are constituted by modes of which society is considered to be in different forms of national crisis. The project is empirically based on policy documents, interviews with daycare workers and professional journal articles from 1945-2015, and aims to produce knowledge on how current regulations within the field of daycare can be seen as referring to the sovereignty work of the nation state.

Daycare - a reason for inequality in the educational system?
Esben Kofod-Hannberg, Via University College
Abstract: This presentation questions if the Danish daycare system is part of upholding an inequality in the educational system. Research points to the benefits of high quality daycare but also the negative effects of low quality daycare. This brings up the question of ‘quality’ in the daycare system and if the system is forwarding a certain kind of children and thereby takes part in upholding an inequality in the general educational system.

Daycare centres are as different as children are, why treat them like they are similar?

Heidi Bak Nielsen, Ikast-Brande Municipality; Lars Falbe Hansen, Ikast-Brande Municipality

Abstract: The Potential Profile is an innovative approach to creating high quality daycare centres, which have critical importance for children’s future prospects, especially those of socially vulnerable children. The Potential Profile develops municipal action, helps prevent negative social inheritance and exclusion processes, thus optimising individual children’s life prospects via social inclusion. A new and innovative idea is to couple mapping of the daycare centre’s resources and unused potentials with an intervention tool. Processes to upgrade professional qualifications are tailored precisely to the daycare centre’s needs. The project is in constant development, through responses from participants and integration of new research-based knowledge.

1F-Paper session: Challenging inequity in centers and programmes
Location: A303
Chair: Mari Vuorisalo

Exploring the production of inequality in the daily-life of preschool in Finland
Mari Vuorisalo, University of Tampere

Abstract: The aim of this paper is to examine whether children’s diversities and individual differences are transformed into advantage and disadvantages, and finally inequalities between children in Finnish ECEC. This aim is approach by exploring how everyday practices are produced in interaction within an ECEC centre. The family outfit children with certain resources, with which young children daily enter the kindergarten. The paper will analyze how these resources are recognized and utilized in the daily practices of kindergarten. This qualitative study draws on an ethnographic data collected in one Finnish kindergarten. The data consist of field notes, videos, photos and interviews.

Family childcare in crisis: Playgroups to professionalize caregivers and raise children’s multicultural awareness.
Kate Maccrimmon, University of Wisconsin-Madison

Abstract: Wisconsin’s regulated family childcare has decreased by 61% between 2007 and 2016 making childcare a hardship for many families. As the most culturally diverse segment of the early childcare workforce, family childcare is uniquely positioned to support and develop cultural competency and responsivity to develop global citizenship at early ages. In this pilot study, Danish-inspired playgroups support experienced and new providers through mentorship using a folklore curriculum to increase numbers of providers. We innovate with participatory autoethnography (PAE) to empower providers’ self-definition of professionalism to discover new ground-up pathways to evaluation, organization, and accreditation of family childcare.

1G-Panel session: Revisiting cultural constructions of equity in rapidly changing democratic societies
Location: A412
This session considers equity and ‘anti-bias’ pedagogies as interpreted in democratic societies with distinct cultural models of early care and education informed by cultural values, historic narratives and political exigencies. Panelists from Italy, Norway and the US describe ECE traditions as catalysts for conflict and negotiation in light of changing demographics and populist politics. Research with immigrant and marginalized populations will challenge globalized interpretations of equity and notions of an anti-biased early education. Audience and panelists will debate the proposition that recognition of our cultural selves is essential to the study of cultural differences and negotiation of promising pathways to equity.

1H- Paper session: Partnerships, readiness and community voices
Location: A401
Chair: Janice Kroger

Bridge to Kindergarten: A readiness project in resistance
Janice Kroeger, Kent State University
Abstract: The community action research project at the base of this study examines the philosophies of educational leaders to support the forms of cultural capital imbued within an African American community in an urban U.S. community. Across the course of ten years, the Bridge to Kindergarten (B2K) project has evolved and grown to support some 400 kindergarten children and their families as they transition into kindergarten in a large urban poverty described neighborhood. Central tenets of the project have included culturally relevant pedagogy and experiences, extensive movement and music, play within academics, as well as parent support and alternative models in which to view and understand young children and their families. The researcher examines contradictions in the forms of knowledge held within the community versus the funding mechanisms and deficit frames upon which the project depends.

African American mothers' perceptions of kindergarten readiness
Elizabeth Guilford, Kent State University
Abstract: This research study examines the perceptions a select few African American mothers have and are developing regarding the kindergarten readiness for their children. The re-searcher examines the role of Black mothers and how each navigates through a school system. By interviewing mothers who have children who supersede the kindergarten entry standards, according to a simple measure of numeracy and literacy/ demonstration of developed social emotional skills, the results contribute to counternarratives which break the stereotype of deficient parental involvement and African American readiness. The researcher brings awareness of the perpetuated stereotype of African American children in the public school system by sharing mothers' perspectives on their own sons.

Beyond instrumentalization: Reimagining relationships with families in early childhood education
Joanne Lehrer, Université du Québec en Outaouais; Katrien Van Laere, Ghent University; Fay Hadley, Macquarie University; Elizabeth Rouse, Deakin University
Abstract: Focused on the relationships, the early learning institutions, and indeed the world we wish to create for and with children and families in the here and now, this theoretical presentation examines alternate possibilities for practice, research, and policy regarding families and ECEC. After deconstructing the dominant narrative of families as instrumental to children's future school
success, and the requirement that families positioned as subordinate to professionals accept the roles attributed to them by professionals, institutions and policy documents, we explore possibilities for creating spaces to listen to families, build democratic partnerships, and be together without instrumentalizing the role of families in ECEC.

1I- Paper session: Immigration, young children, and ECEC centres
Location: A405
Chair: Molly McManus

Becoming a “Swedish preschool child” – the ambivalent introduction into Swedish preschool mirrored in pedagogy, policy and discourses about preschool and migration
Annika Åkerblom, Gothenburg University; Anne Harju, Malmoe University
Abstract: The preschool education in Sweden can be perceived as having a double role. On the one hand it is seen as a mediator of dominant culture, language and imagined nationality, and on the other hand, as a promoter of values like multiculturalism and acceptance of difference. In the paper, we explore how this tension is embedded in the curriculum and in everyday routines in preschool, regarding language and culture. The results show that, while a multicultural approach is highlighted in the curriculum and by pedagogues, dominant cultural traditions and the Swedish language are given an emphasized role.

Unveiling the complexity of an emergent bilingual/immigrant child’s experiences using Bronfenbrenner’s ecological systems theory
Gumiko Monobe, Kent State University; Wendy Bedrosian; Kent State University
Abstract: The purpose of this study is to understand the experiences of the emergent bilingual/immigrant child, and those of parent/caregiver’s and teacher’s points of view, using Bronfenbrenner’s bioecological systems theory. Our data analysis of this ethnographic single-subject case study suggests that when parents and teachers are from different ecological systems (i.e., macrosystems), and do not possess cross-ecological systems communication competencies to effectively communicate the child may be left isolated at the intersection of two ecological systems. Our application of Bronfenbrenner’s theory challenges previous conceptions by advancing a modified model that accounts for this overlap and has the potential to counteract persisting inequities. We were able to challenge traditional assumptions and to increase social, emotional and academic success.

Three perspectives on the importance of “developing independence” in US first grade classrooms serving children from Latinx immigrant families
Molly McManus, University of Texas at Austin
Abstract: Mainstream early childhood education in the United States strongly emphasizes the importance of social emotional learning and development, particularly children’s "development of independence." This paper uses sociocultural learning theory to explore the variation in the ways that independence is conceptualized by three first grade teachers in Texas and California and experienced by their students from Latinx immigrant families. While all teachers believed that developing independence was important, they had very different rationales explaining why which led to different manifestation of independent learning for children. I consider how teachers’ rationales and children’s learning experiences align children’s funds of knowledge.

1J- Workshop session: Class matters in early childhood education centers - recognizing classist barriers and developing strategies against it
Gabriele Koné, Ista/Fachstelle Kinderwelten; Linda Zámostá, Ista/Fachstelle Kinderwelten

Prejudice is formed very early in life. Children utilize what they experience in their social environment in order to build an understanding of interpersonal relationships. Thus, the time young children spend in early childhood education centres is crucial in shaping cultural and societal understandings. In this workshop we want to reflect on societal beliefs towards poverty and class using the example of a typical situation of educational work. The aim is to discuss classism in early childhood education centres in a non-discriminatory way and to think of strategies that help to ensure that every child is able to participate, regardless of its socio-economic background.

12:30-13:30
Lunch
Location: Assembly Hall

13:30-15:00
Session 2

2A- Panel session: From ‘Asia as method’ to ‘child as method’: A critical and politically-informed project
Location: A403
Chair: Zsuzsa Millei

Luting Zhou, University of Manchester; Zsuzsa Millei, University of Tampere; Erica Burman, University of Manchester.

Chen’s (2010) text, Asia as method is attracting an increasing interest in ECEC and in childhood studies, although its practice varies considerably. This panel elaborates ‘child as method’ as an analytical and methodological resource that focuses and builds on postcolonial theory to interrogate theoretical frameworks in childhood and educational studies, as well as a generative framework for further research and critical practice. We offer three very different developments and applications of this emerging critical approach to ECEC. As a critical, politically-informed project, ‘child as method’s’ feminist and postcolonial commitments performatively promote advocacy and activist possibilities.

2B- Paper session: Rethinking teacher education
Location: A104
Chair: Travis Wright

Empathy as stance: Resisting discourses of deficit in early childhood teacher education
Lea Ann Christenson, Towson University; Kevin McGowan, Bridgewater State University; Leah Muccio, University of Hawaii at Manoa

Abstract: The ability to empathize with children, families, and colleagues from diverse backgrounds is essential for meaningful teaching and learning and a key component of culturally responsive pedagogy. We will discuss successful strategies for building pre-service teachers’ 1) dispositions related to the important role that empathy plays in positive relationships with children and families,
2) perspective taking abilities to respond to and interpret children’s behavior, 3) and approaches to express and leverage empathy to better meet children and family needs.

Critical emotional praxis: Encountering teachers’ fears of supporting children experiencing homelessness
Travis Wright, University of Wisconsin Madison
Abstract: Increasingly, researchers are considering the complex emotional dimensions of teaching and learning. However, while the influence of care, hope, and expectations have been studied, the powerful role of fear remains largely under-examined. In this paper, I explore how fears articulated by a group of early childhood educators shape their understandings and work with children experiencing homelessness. These findings draw on thematic analysis of interviews with 40 educators. By drawing attention to the ways in which unrecognized and uncontested fears may influence educators’ approach to relationships, pedagogy, and professional learning, this study expands our understanding of the emotional landscapes teachers navigate.

A call for diffractive pedagogy in early childhood teacher education
Anna Rigmor Moxnes, University of Southeast Norway (USN)
Abstract: This paper focuses on how teacher education prepare student teachers on their future practices in kindergartens. By introducing diffractive pedagogy into debates about ECTE, the idea is to offer opportunities to extend teaching practices. Micro-moments from classroom observations was introduced to study diffractions through material intra-actions. This moment’s reveals that student-active learning strategies can generate an engagement for worldly justice standard lectures fail to provide. I ask what else gets produced during teaching and argue that diffractive pedagogy might open up possibilities for student-teachers to move beyond a narrow concern with critical reflection.

2C- Panel session: Entanglements and re-entanglements. How reconceptualised is the ‘refreshed’ Te Whāriki?
Location: A401
Chair: Mere Skerrett
Maggie Haggerty, Victoria University of Wellington; Mere Skerrett, Victoria University of Wellington; Jenny Ritchie, Victoria University of Wellington
In late 2016/early 2017 the Aotearoa (New Zealand) early childhood curriculum Te Whāriki was hurriedly ‘refreshed’. Each of the three papers in this panel offers a different perspective on the ‘refreshed’ document. The first considers relational entangle-ments and continuities between the early childhood and primary/ elementary school sector ‘redoings’ with regard to alternative priorities. The second paper wonders how our national curriculum might still be entangled with a national curriculum of replacement - foundational to settlerism – which may be anchoring themes that are simultaneously ‘othering’, ‘saming’ and ‘replacing’. The final paper asks, does the anthropocentric normal continue to impact nature (and nurture), worryingly so, and what does the refreshed Te Whāriki have to offer?

2D- Panel session: Open-ended learning in preschool: Challenging notions of teaching with preservice teachers
Location: A210
Chair: Marisol Diaz
Mary Ellen Towne, Skidmore College; Jay Meeks, Skidmore College; Marisol Diaz, Skidmore College

Standardization of curriculum and high-stakes testing has had a significant impact in preschool practices. Challenging preservice teacher’s preconceived perspectives about the meaning of child-centered teaching and learning is crucial. This panel will share ways in which preservice teachers learn valuable pedagogical skills working in an early childhood center that espouses a constructivist pedagogy through inquiry and play.

2E- Panel session: Critical Body Cut; Plaiting poetry, passion and power in Early Childhood Education and Care
Location: A212
Chair: Bente Ulla, Ninni Sandvik, Ann Sofi Larsen and Mette Røe Nyhus

Bente Ulla, Østfold University College; Ninni Sandvik, Østfold University College; Ann Sofi Larsen, Østfold University College; Mette Røe Nyhus, Østfold University College

Through a collaborative activist art-based performance we play with various inequality related connections/ruptures between Norwegian educational creations in higher education and in kindergartens/toddler groups. Posthuman speculative propositions are created to counteract teleological, axiomatic and typological modes of explanation related to being/becoming/performing bodily forces in ECEC. As a point of entry, we take elements from an event in the Master’s program ‘Early Child-hood Studies (0-3 years)’ called ‘Critical Body Cut’. We search to approach different modes of exploration through three interconnected elements from Spinoza and Deleuze: ‘passionate powers’, ‘daredevil thoughts’ and ‘a-personal energies’ work as ontological premises.

2F- Paper session: ECEC centres negotiate national policy
Location: A214
Chair: Signe Sorensen

Ian Barron, Manchester Metropolitan; Lisa Taylor, Martenscroft Nursery School And Children’s Centre

That roar which lies on the other side of silence’: critical and creative engagement with UK government policy regarding educational provision for two-year olds

Abstract: The 2-Curious Project in Manchester, United Kingdom, seeks to engage with UK policy initiatives whilst resisting their narrow notions of ‘child’ and ‘productive economic citizen’. Underpinned by post-humanism and new materialism, the professional development sessions involved ‘immanent encounters’ that were ‘creative and non-invidious’ (Braidotti 2002: 68). Six and then a further 12 months later, we then interviewed staff from two of the early childhood settings. Interview findings illuminate the complexities in seeking to challenge hegemonic ideas about two-year olds and their families and to develop practice that roars in the face of such orthodoxies.

Engaging the non-state sector in early childhood education delivery: an opportunity to reach the most disadvantaged children

Signe Sorensen, Ark Epg; Lee Crawfurd, Ark Epg; Laura Moscoviz, Ark Epg

Abstract: This presentation offers key findings from Ark Education Partnerships Group’s data collection on early childhood education in Uganda (Western Nile region) and in Cote d’Ivoire (Abidjan and Bouake) as well as how these findings have informed pilots of public-private partnerships in collaboration with Ministries of Education in these countries. The objective of the session will be to discuss the results as well as opportunities and challenges for governments in
developing countries for mobilising and engaging the non-state sector in early childhood education delivery.

Positive discrimination policies and indigenous-based ECEC services in Bogota, Colombia
Carmen Sanchez, Université Paris 13

Abstract: This study is aimed at the application of the “positive discrimination” principle to integrate alternative ECEC settings in Bogota, particularly the case of Casas de Pensamiento Indigena (CPI). Through the discourse analysis of policies and observation of the daily-lives of children attending Indigenous-based ECEC services, we intend to comprehend how communities built and experience these services, between political discourses and traditional practices of early childhood education and care.

2G- Paper session: Young children, gender, and materiality
Location: A303
Chair: Paulina Semenec

Playing with family: Age-coded heteronormativity in early childhood education
Lena Sotevik, University of Gothenburg; Nils Hammarén, University of Gothenburg; Anette Hellman, University of Gothenburg

Abstract: Focusing on children’s play, the present article explores how 3- to 6-year-old children (re)produce, (re)negotiate and challenge heteronormativity in a Swedish Early Childhood Education (ECE) setting. To describe the intersections of age, gender and sexuality in our analysis, we suggest the concept of age-coded heteronormativity. Our results show that children’s role play is directed towards certain themes, such as family and home, and certain gendered and/or age-coded positions, such as mother, father, child or baby. We argue that everyday practices of MDC play could be understood as directing children toward the taken-for-granted and idealized heteronormative family.

Here comes the bride: Reconsidering wedding play and resisting heteronormativity
Sung Ryung Lyu, Pennsylvania State University

Abstract: In this paper taken from a four month ethnographic case study I examine the concept of wedding play in preschool classrooms. Wedding play, where young children role play engagement and marriage ceremonies while a common trope and script has been addressed and in some cases decried by feminist approaches. In this paper I closely examine one scene from fieldnotes in light of post structural theory to argue that researchers and teachers often have little understanding of children’s meanings in wedding play. I suggest that we should refrain from imposing our own beliefs on children’s wedding play.

“Look at my cotton balls!” Gender (play) and materials in the classroom
Paulina Semenec, University of British Columbia

Abstract: Informed by a year-long ethnographic study, this paper explores a series of (data) encounters in a primary school classroom in which expressions of gender and materials were assembled in playful and often provocative ways. While children’s bodies are often highly regulated and silenced in relation to non-conforming gender and expression(s) of sexuality, children’s entanglements with vibrant matter made new bodily configurations of desire possible. These new configurations unsettled dominant discourses and practices in the classroom in relation to gender and sexuality, in which “looking” at or “touching” the bodies of others was heavily discouraged and reprimanded.
2H - Panel session: Questioning notions of quality and equity in infant toddler care: Relationships, “differences” and enactments of professional love
Location: A405
Chair: Susan Recchia

Emmanuelle Fincham, Columbia University; Seung Eun Mcdevitt, Columbia University; Susan Recchia, Columbia University; Minsun Shin, Montclair State University; Carolina Snaider, Columbia University

In this session we bring together three papers that look deeply at how teachers participate in caring for and with infants and toddlers, extending beyond traditional boundaries and measures of quality practice. We explore notions of quality and equity in child care by unpacking the complexity of teachers’ roles as responders to individual differences and engagers in professional love. Using multiple qualitative methods, we learn from teachers’ experiences to better make sense of how “quality” discourses play out in classrooms. Our discoveries reflect characteristics of care that resonate with quality and equitable practices for diverse children and families.

2I - Panel session: Seeing through the fragments: A critical exploration of the dimensions of early learning
Location: A412
Chair: Lisa Minicozzi

Lisa Minicozzi, Adelphi University; Karen Lombardi, Adelphi University; Killian Folse, Adelphi University

This discussion will be grounded in social pedagogy. Panelists will share how working from a humanistic perspective can inform not only their professional practice but a broader vision for young children’s role in society. Questions will be raised with regard to how society supports the development of the whole child – physically, cognitively, and socio-emotionally. In addition, the panel will explore how coordinated “team” or “multi-disciplinary” institutional efforts often overlook or restrict unconditional appreciation and equality for all young children.

15:00- 15:30
Coffee Break
Location: Gallery 2

15:30- 17:00
Session 3

3A- Paper session: Place, space, and play in ECEC centres
Location: A401
Chair: Allison Sterling Henward
Playgrounds as institutionalized spaces: A visual analysis of playground spaces for infants and toddlers

Amanda Fellner, Columbia University; Haeny Yoon, Columbia University

Abstract: Developmental and neoliberal discourses of child development pervade much of children’s lives in Western society, including the spaces designed for children. Notions of progress, learning, surveillance, and safety drive the design of these spaces, potentially limiting children’s agency and freedom in public spaces. This study utilizes visual analysis to look at the ways adult designed spaces for children, in particular playgrounds, are structured. We focus on the ways social, cultural, and literary aspects of playground spaces are constructed and how these aspects might contribute to the ways children play in such spaces.

Performing gender across space: Preschool children negotiating an antibias curriculum

Allison Sterling Henward, Pennsylvania State University; Yeojoo Yoon; Pennsylvania State University

Abstract: We share findings from a 6 month ethnographic case study examining 3, 4, and 5 year old children’s understandings of gender. This study took place within a university preschool classrooms that had recently implemented a gender and race focused Antibias curriculum. Using traditional ethnographic and video cued approach, our findings show that children’s concepts of gender and gender performance must be understood as an assemblage. We consider these children’s understandings through concepts of materiality and space to better understand the temporality and spatiality of gender.

Using mosaic approach to explore ideal outdoor spaces from young children perspectives

Özlem Yurt, Karadeniz Technical University; Ahmet Macun, Karadeniz Technical University; Zeliha Özer, Karadeniz Technical University

Abstract: The purpose of the study is to explore how an outdoor play setting should be in views of young children by using mosaic approach. In this qualitative study, ten preschoolers in a Turkish kindergarten at East Black Sea region of Turkey were participated by using purposeful sampling method. In data collection process consisting six levels, participatory techniques as drawing, photographing, semi structuring interview, observation, magic carpet and mapping were conducted. This study draws upon importance and necessity of investigation related to outdoor play spaces in preschool institutions via mosaic approach which is an innovative method on children’s active participation.

3B- Panel session: Continuities, transformations and new spaces in ECEC in post-socialist societies of Central and Eastern Europe

Location: A405
Chair: Katarzyna Gawlicz

Marcela Batistič Zorec, University Of Ljubljana; Kara Brown, University Of South Carolina; Katarzyna Gawlicz, University Of Lower Silesia

This panel explores societal, institutional, pedagogical and discursive changes and continuities, and the emergence of new spaces during the past 30 years in post-socialist societies of Slovenia, Estonia and Poland. The focus is on two important axes in relation to increasing inequalities and the threat of a diversifying society: first, language and literacy; and second, patriotism. Growing divides result in educational outcome, health and well-being gaps and, together with nationalism, induce strong political counter-forces to democratic ideals that also affect young children’s
institutional lives. In the presentations, we explore these issues by using a variety of theoretical frames, conceptual tools and methodologies.

3D- Panel session: In/Equality in ECEC provision in the Nordic welfare state context: the case of Finland
Location: A214
Chair: Maarit Alasuutari

Maarit Alasuutari, University of Jyväskylä; Anu Kuukka, University of Jyväskylä; Ville Ruutiainen, University of Jyväskylä; Anna Siippainen, University of Jyväskylä

In the themed panel, we present findings of the Research Project CHILDCARE (2015-2021), funded by the Strategic Research Council at the Academy of Finland. In the project, we take a critical stance toward the above-mentioned notions about freedom to choose and equality. Drawing on literature which argues that parental preferences of childcare cannot be considered only as a result of (individual/family) choice but they are also moulded by childcare policies and differences in service availability (Sjöberg, 2004; Sy lva and others, 2007; Vandenbroeck and others, 2014; Vandenbroeck and Lazzari, 2014), the project scrutinizes the potential sources of inequality in Finnish childcare policies and ECEC. In the project, the main research aim is addressed through multiple studies that are based on quantitative and qualitative data collected in 10 municipalities in different parts of Finland.

3E- Paper session: Considering children’s lives in policy documents
Location: A412
Chair: Dory Lightfoot

The deep historical roots of anti-immigrant discourse in the US and its consequences for preschool children
Dory Lightfoot, Independent Scholar

Abstract: In the US, anti-immigrant discourse seems to have exploded out of nowhere. It feels to many like Donald Trump appeared on the scene politically, and suddenly virulently anti-immigrant voices appeared out of nowhere. This discourse is not just a rhetorical issue but strongly affects the lives of young immigrant children. This paper looks at the historical roots of anti-immigrant sentiment in the US and argues for a more unified front in opposing it.

Before the law: Possibilities of cessation & disruption in standardized education
Kay Gordon, Columbia University

Abstract: This paper explores the standardization of publicly funded Early Childhood Education in the United States and its regulation of children living in socio-economic statuses from poverty to middle-class, as read through the absurdity of Kafka’s parable, Before the law, as well through Walter Benjamin’s reading of Kafka, in order to imagine a “messianic disruption” and “human action” that is not immanent, but may reside with/within us (children, teachers) here and now, towards “revolution”.

Do children have a voice in the ECEC system? Looking for ways to include the children’s view within the system
Katrin Macha, International Academy Berlin
Abstract: The concept of the ‘competent’ system emphasises the need for – and potential of – equal partnerships in dialogue about values, practices and knowledge(s). On basic level we started to listen to children to find out what they think about their child care centres by doing focus groups with children in child care centres to find out what they like or not. In my presentation I want to discuss how children’s understandings of care can be used on the systemic level. The UN children’s right convention points out that every child has the right to be asked and we must find out ways to take their view into account in every level of the system.

3F- Paper session: Policy, childcare, and power
Location: A414
Chair: Morten Greaves

The impact of national culture on early childhood care and education (ECCE); a cross-national comparative case-study of the lived-experiences of Lebanese and Danish ECCE educators
Morten Greaves, Lebanese American University

Abstract: This exploratory comparative case-study explores the lived-experiences, perceptions and praxes of ECCE educators in Lebanon and Denmark, as well as the habitus from which these arise. These constructs were investigated through the use of a comparative, embedded-design case-study. The four participants’ perceptions converged with regards to the perception that child-educator ratios have implications for ECCE praxis. All the participants held that their approaches to ECCE were child-centered, although their interpretations of what constituted child-centered praxis differed. The participants believed that parents play an important role in ECCE, but the relationship between educator and parent is not always easy. The Lebanese and Danish cases diverged on their perceptions of ECCE curriculum and whether or not they believed that ECCE praxis is an extension of motherhood.

Early childhood care, teaching and upbringing in Argentina: the challenge of equity
Jennifer Guevara, Center For The Implementation Of Public Policies Promoting Equity And Growth; Alejandra Cardini, Center For The Implementation of Public Policies Promoting Equity and Growth

Abstract: Drawing on perspectives that highlight the unity of care, teaching and upbringing (CTU), this paper explores inequalities in early childhood services in Argentina. We report on emerging data from a mixed methods study of CTU institutions and professionals in the 24 provinces of Argentina. Our analysis shows differential access to provision among age, socioeconomic background, and territory. The paper also points out to inequalities in the quality of provision from a CTU perspective. The paper calls for cross-sector integration and CTU integrality to overcome existing inequalities.

Sure Start Children’s Centres: ten years of austerity
Marie Lavelle, Plymouth University

Abstract: Between 1999 and 2010 England’s Sure Start Local Programme and subsequent Sure Start Children’s Centre programme sought to ‘level the playing field’ for children from disadvantaged communities. Ten years on many Children’s Centres survive despite drastic reductions to their funding, the demise of a national strategic direction and the political commitment on which they were originally based. This project revisits an ethnographic study of Sure Start Children’s Centres which I undertook as part of my PhD study. Ten years on I interview Children’s Centre managers to explore the challenges of supporting families through austerity.
The US election of 2016 emboldened opponents of the progress made on issues of gender and sexuality. In several states bathroom bills were proposed and Mississippi passed a law allowing people the right to refuse services to same-sex marriage or transgender people. We know that this narrow view of gender and sexuality hurts children who are forming their own identities during their early years. This preservice workshop will have dual purposes. Firstly, we will discuss approaches for working with pre-service teachers to examine personal bias and increase knowledge base related to gender and sexuality and next we will share ideas for how to counter patriarchy, gender- and sexuality-bias as well as heteronormativity in the early childhood classroom.
Tuesday 16th October

9:00-12:30
Excursion: Kindergarten Tours
Visits to an Early Childhood Centre in the Greater Copenhagen area. 97% of children in Denmark attend kindergarten and they spend an average of 7.5 hours a day, 5 days a week in their kindergarten. ECE therefore forms a significant part of children’s everyday life in Denmark.

You have received further information about the excursion if you have signed up for it. Please contact Kindergarten Tours if you have questions.

12:30-13:30
Lunch at DPU
Location: Assembly Hall
Committees to meet during this time
Inclusion committee will meet in A405
Anti-bias research and practice group will meet in A403

13:30-15:00
Plenary
Location: Ceremonial Hall (A220)
Post-colonial, indigenous, and theories from the South: Countering dominant perspectives in ECEC
Norma Rudolph, Jyväskylä University; Claudia Diaz-Diaz, University of British Columbia; Amita Gupta, City Univeristy of New York

In this session, the presenters who work with indigenous people and their children assemble with three separate and connected presentations in order to consider complexities of contemporary practice in an age of globalization and perpetuating colonization. To this end, this plenary panel employs post-colonial theories, indigenous epistemologies and theories from the south to better understand the ways in which dominant discourses have produced marginalization and inequalities in education.

15:00-15:30
Coffee Break
Location: Gallery 2

15:30-17:00
Session 4

4A- Workshop session: (Un)doing stories of quality in early childhood with teacups, turtles and plastic
Our performative panel is composed of two parts. During the first part of the panel, Iris, Sue and Sarita will collectively enact ideas about quality in early childhood education through sharing matjkas (string figures) with the audience in a hands-on experiment of rhythm, performance, and figuring. The audience will participate in the creation of two very different matjkas, one to play with straight lines and one, following the children-as-experts, to undo straight lines. In the second part, Nina and Louisa will receive the pattern that undoes straight lines and respond through their arts-based approach to creatively engage the audience in the thinking/doing/making of a new figure using repurposed materials for a different visual imaginary of stories that matter to emerge.

4B-Panel session: Beyond memory and desire
Location: A403
Chair: Gail Boldt

We propose to use our four papers to talk with one another and our audience about how we are coming to think about teaching, living, learning, and changing over time. The panel will explore under what circumstances memory as remembering and memory as futurity or legacy - how we hope to influence others - are helpful and/or constraining ideas in our lives and professional practices. We consider how experienced early childhood teachers, clinicians, and scholars bring memories and desires for certain outcomes with them or leave them at the door.

4C-Paper session: Race, justice, and critical multiculturalism in education
Location: A210
Chair: Tamera Spencer

Transforming the preparation of early childhood teachers in Iceland: toward critical multicultural teacher education
Gunnhildur Óskarsdóttir, University Of Iceland; Karen Rut Gísladóttir, University Of Iceland

Abstract: This presentation focuses on the design and development of an action research project undertaken by early childhood teacher educators in Iceland whereby we collectively sought to transform ourselves and our practices by developing a collective understanding of multicultural teacher education. We employed qualitative and arts-based research, collectively developing a multicultural framework for the education and development of early childhood and primary grades teachers, thereby working to collectively to reconfigure and transform early childhood teacher education in Iceland.

Using Children’s Literature to Confront Systemic Racism in Early Literacy Teacher Education
Tamera Spencer, St. Mary’s College

Abstract: In this session, I explore how early childhood teacher educators can confront race and racism in an early childhood literacy methods course so that I can better prepare teachers to work with diverse populations in K-3 public school settings. Using children’s literature to unpack notions
of systemic racism, I align a critical literacies and a culturally responsive teaching framework. Data sources included children's literature, field notes, student written reflections, class assignments, focus group and individual interviews. This research provides evidence for how teacher education pedagogy must address, disrupt and complicate longstanding ideologies and perspectives in early literacy and multicultural education.

Technology Segregation: Disrupting Racist Frameworks in Early Childhood Education

Miriam Tager, Westfield State University

Abstract: Technology Segregation is a part of an ongoing racist framework in the United States. Young Black children do not have the same access to technological equipment as their White counterparts. This relates to the persistence of residential and school segregation. Through two qualitative studies the author unpacks this taken for granted practice utilizing Critical Race Theory. The realities of these inequities are viewed through the lens of five young Black children.

4D- Panel session: The child in the [normative] machine: Science fiction, horror, childhood and inequality
Location: A212
Chair: David Kupferman

Andrew Gibbons, Auckland University Of Technology; Amy Sojot, University Of Hawaii At Manoa; David Kupferman, Minnesota State University

This panel entertains a wide range of theoretical and methodological approaches to re-membering children, childhood, and inequality, and creating new ontologies (Tesar and Koro-Ljungberg, 2016) through science fiction. The panel is organized around 3 paper presentations. The papers explore: relations of power between and among children and adults; posthumanist ethics in science fiction representations of the creation of children and childhood; theorizing the effect of popular interpretations of the artifacts of childhood (such as dolls) and children as either innocents or monsters; sensual-affective pedagogies that complicate readings of childhood; and the ways that dystopian and utopian imaginings of childhood and pedagogy reveal hidden beliefs in contemporary society.

4E- Interactive discussion/panel session: Problematizing Subversion of Dominant Discourse through the Contextualized Language of Stories
Location: A214
Chair: Elizabeth Quintero

Larisa Callaway-Cole, California State University Channel Islands; Elizabeth Quintero, California State University Channel Islands; Adria Taha-Resnick, California State University Channel Islands, Naomi Heltborg, International School Of Lund Katedratskolan

Considering perspectives of international participants, this interactive discussion will encourage sharing of stories that reveal creation of a contentious third space (Bhabha, 1994) through the stories providing for dissident collaboration (Moss, 2014). Being inclusive of languages that relate to children, professional practices in challenging and controversial contexts, and our languages and histories, facilitators problematize the languages of ECEC. We focus on the subversive nature of our work when ideologies do not align with politics of the status quo. Our stories include current controversies, i.e. deportations, separating families, advocacy, indigenous community organizing, and migrating families worldwide documenting brave collaborations.
Are you prepared for me? Children from a refugee background and early childhood education in Aotearoa New Zealand

Rikke Betts, Otago University

Abstract: The issue of how prepared early childhood education (ECE) teachers are to include children from a refugee background is vast. Children and families who are linguistically and culturally diverse and who may have been dispossessed, are increasingly entering local ECE settings in Aotearoa New Zealand. It raises the question of how, why, and who decides what teachers need to prepare for. Framed by social constructivism, an intercultural perspective and critical social theory, this presentation will focus on my doctoral research into how teachers are working with children from refugee backgrounds in ECE in New Zealand. There is currently no research that specifies how teachers are working with children from a refugee background in ECE in Aotearoa.

Re-addressing Inequalities in Early Education through Childhood Studies: Refugee Children in Germany

Hoa Mai Trần, Institut Für Den Situationsansatz/Institut Für Innovation Und Beratung (Ehb); Clara Zimmer, Institut Für Innovation Und Beratung (Ehb)

Abstract: Through the research project "Everyday Life for Refugee Children up to Age 6 in Collective and Emergency Accommodation Centres" the experiences of refugee children, their parents and staff were investigated by ethnographic fieldwork. The views of young children are underrepresented and constitute a research desideratum in childhood studies in Germany. The aim was to generate empirically-based knowledge through different methods like participatory observation, interviews and child-centered methods. The project strives to transfer findings to policy makers, accommodation centres and staff, education professionals and children, thus seeking to improve the living conditions of young children on different levels. Challenging dominant victimization discourses the paper gives insight into how children enact their agency. As citizens their daily practices are linked to the experienced multiple marginalization and as subjects they become social and political actors. In a context of inequality, children are not just victims of asylum policy facing inadequate provision and denial of rights - they readdress inequalities and claim their rights through their daily actions and expressions.

Children living as refugees in Norway: cooperation between parents and kindergarten

Marcela Montserrat Fonseca Bustos, Oslo Metropolitan University; Lillian Århus Ekerhovd, Fjell Kommune; Siv Anne Waage, Fjell Kommune

Abstract: This paper critically analyses how kindergarten staff cooperate with parents living in Norway as refugees, with the aim of rethinking how cooperation with parents can be done to offer equal opportunities for all children in kindergarten. When children enter kindergarten, parents are invited to an introductory meeting. Through an action research project in a small county in western Norway this introductory meeting between newly arrived parents and kindergarten staff was critically examined, to rethink how this meeting could be done to create equal opportunities for all children. The research group consisted of kindergarten staff, local health services for refugees and supervisors for kindergartens from the local municipality.
Reseaching the buds of development; How do practitioners identify and nurture these moments of change?

Jan Georgeson, University of Plymouth

Abstract: Observations were carried out as part of a European project exploring ‘childcentredness’ and how practitioners might work with children’s interest/preferences while also moving them towards ways of doing, being and saying needed in their education system. In particular we investigated how practitioners might spot a piece of behaviour in a child with developmental delay that could represent the beginnings of new development, and decide how this could be developed. Analysis has focused on the ‘didactic of the present moment’ (Jonsson, 2011) and how individual practitioners’ pedagogical approaches and subject knowledge can shape the direction of travel in individual children’s development.

Sanctioning the Story: Igniting political work with young children

Dana Bentley, Buckingham Brown And Nichols School

Abstract: This presentation looks closely at the pedagogical process of sanctioning spaces for political work with young children. Challenging the notions of children as naïve, incapable, and apart from the world, this presentation situates children as political activists, engaged in the process of forging national and global citizenships. Through close analysis of classroom narratives, reflections, and silences, we will examine pedagogical practices that sanction political thinking and social justice work in early childhood, within a child-centered curriculum.

Don’t judge a book by its cover*. Understanding complex experiences of visible vs. invisible disabilities

Yoon Joo Lee, Cuny; Hye Jun Park, Seoul National University

Abstract: Mothers of children with disabilities go through many challenges and successes, and their experiences are affected because of invisible and visible natures of their child’s disabilities. The purpose of this presentation is to explore unique and diverse experiences of visible and invisible disabilities though narratives of 10 mothers of children with various disabilities. Their stories helped to deepen our understanding of the complex and changing nature of raising children with various disabilities. In order to understand the experience of families of children with disabilities in meaningful ways, it is very important to look at multiple aspects of their situations.

(Re)Centering quality intersectionally: Design principles for racial, cultural, and linguistic justice in early childhood education

Mariana Souto-Manning, Columbia University; Ayesha Rabadi-Raol, Columbia University

Abstract: The purpose of this paper is to offer a critical intersectional analytical perspective of quality in early childhood education, moving away from a singular “best practice” while centrally addressing the issues of inequality that it fosters. (a) In what ways has the concept of developmentally appropriate practice (vis-à-vis “best practice”) in early childhood education foster(ed) inequality?; (b) How has the field problematized developmentally appropriate practice?;
and (c) What frameworks and fields of study can afford more just intersectional understandings of quality in early childhood education, honoring the ontologies and epistemologies of children of color, their families, and communities?

The “know-that” and “know-how” of child-centred practice

Verity Campbell-Barr, Plymouth University

Abstract: Child-centred practice epitomises high quality early childhood education and care (ECEC), but does so within diverse ECEC systems. Structural differences in ECEC workforce requirements illustrate how internationally the provision of ECEC services are characterised by divergence. Associations between professionalism in support of quality ECEC demonstrate the unproblematic use of quality and its relationship to what it means to be a member of the ECEC workforce. In the presentation I focus on the production, reproduction and application of child-centred practice for quality ECEC. Drawing on empirical research, I explore the professional know-that and know-how of child-centred practice in the English context.

Social inequality in Early Childhood Care and Education in Nigeria: A review of literature

Hannah Ajayi, Obafemi Awolowo University

Abstract: In Nigeria there are lapses in the provision of early childhood education. The study examined existing research in early childhood education in Nigeria between 2013 and 2017 to highlight the indicators of enrolment in ECCE, sex, personnel and others to determine the areas of inequality. The study gives direction to cogent areas of focus for ascertaining sustainable development in early childhood care and education in Nigeria.

4I- Panel session: Nurturing sustainable selves in early childhood teacher preparation

Location: A303
Chair: Teresa Harris

Theresa Harris, James Madison University; Nkidi Phatudi, Unisa
Shin Ji Kang, James Madison University

In light of the adverse effects that accumulate over time for young children as a result of inequitable access to the very opportunities and services that promote healthy growth and development, many communities face a growing divide among their wealthiest and poorest members in terms of individual, economic, social, and environmental development. The cultivation of globally sustainable selves among the youngest members of society is primarily dependent upon programs that intentionally educate teachers in ways that promote the cultivation of others. We examined approaches to identify, develop and sustain dispositions and capacities among our teacher candidates so that every learner has the opportunity to cultivate their own sustainable selves.

4J- Panel Session: Video as a tool for ECEC practitioners’ reflections on their own practice in a cross-cultural perspective

Location: A104
Chair: Niels Kryger

Niels Kryger, Aarhus; Allan Westerling, Roskilde University; Mads Middelboe Reder, University College Copenhagen

The interactive workshop invites participant to critically explore the possibilities and limitation of using video data as the base for explorative, comparative analysis. Moreover, we aim to discuss
in which way video dissemination may contribute to reflections and transformation in practice. In this workshop we address the question about how videos can be used as an analytical tool / explorative approach in comparative ECEC studies and how video analysis may both be used as a way to establish a dialogue and exchange with practitioners as well as a resource for reflections about and transformation of practice?

4K- Workshop: Decentering quality to strengthen leadership capacity: Strategies of resistance
Location: A408

Joanne Bodnar, Prevent Child Abuse America

As resistance against decontextualized standardized assessment and policy in early childhood education continues to strengthen, what can you do today to create space that elevates voices and strengthens capacity of underrepresented communities in schools? By decentering quality, participants will learn concrete strategies to create space for these communities in their programs through collaborative partnerships in order to help guide program planning. The role of agency pertaining to every member of the school community will be examined as a means of reflective practice through the introduction of the L.E.A.D.E.R framework. Lastly, the presentation will include time for networking and resource sharing.
Wednesday 17th October

8:30-9:00
Coffee and Croissants
Location: Gallery 2

9:00-10:30
Plenary
Location: Ceremonial hall (A220)

Mattering, knowing, ethics and care: Post-human approaches to parenting in neoliberal times
Abigail Hackett, Manchester Metropolitan University; Christopher M. Schulte, Pennsylvania State University; Laura Trafì-Prats, Manchester Metropolitan University

This panel explores parenting experiences that are foregrounded by “materiality, emplaced knowing and children’s and adults’ sensory engagement with places” (Hackett, 2017). Operating in the interstitial spaces of childhood studies, art, sensory ethnography, and ethics the three papers advance an understanding of parenting around matters of knowledge and care that are worldly, aesthetic, and emplaced. This understanding of parenting works against neoliberal conceptions of good parenting that lay at the centre of current parenting policy. It contests a normative language that targets minority, immigrant and working-class families, and that prioritizes economic return over issues of ethics, democracy and social justice.

10:30-11:00
Coffee Break
Location: Gallery 2

11:00-12:30
Session 5

5A- Panel session: The stories we tell ourselves. Reconceptualising the notion of implementing equality, diversity, inclusion and social justice policies in early childhood education and care
Location: A403
Chair: Mathias Urban

Mara Sapon-Shevin, Syracuse University; Ngozi Aligbe University Of Roehampton; Marianne Bloch, University Of Wisconsin-Madison; I-Fang Lee, University Of Western Australia; Colette Murray, Institute Of Technology Blanchardstown; Germán Camilo Zárate, Dublin City University; Mathias Urban, Dublin City University

Equality, Diversity, Inclusion and Social Justice have become an accepted part of the grand narratives of early childhood in our time. But arguably life experiences of children, families, and marginalized communities in many places have not improved. Experiences of poverty, exclusion and marginalisation have become the new normal for many children, including in the most affluent countries of this world. This indicates that prevailing notions of policy implementation do not, and cannot, work. We frame our analysis with a constructive reading of Foucault’s governmentality that leads us to an affirmative approach to policy-making as democratic experimentalism. Our
radical alternatives to simplistic implementation fantasies build on the understanding that everybody possesses and enacts agency.

5B-Panel session: Debriefing parent-childcare collaboration with minority groups in preschool
Location: A210
Chair: Paula Cavada-Hrepich

Pablo Rupin, Universidad De Chile; Paula Cavada-Hrepich, Aalborg University; Noomi Matthiessen, Aalborg University
This presentation explores the dynamics of and conditions for parental collaboration with pedagogues in childcare centres in Chile and Denmark. Focusing on parents in a variety of precarious and vulnerable positions, the panel discusses the possibilities for enhancing inclusion and reducing inequality in early childhood education through parental involvement. Notions of dominance, hierarchies and of trust are discussed, shedding light on the creation and improvement of meaningful conditions of participation and collaboration.

5C-Paper session: Belonging and Inclusion
Location: A104
Chair: Elizabeth Erwin

Good kids” and "behavior problems": Constructing the misbehaved child in the figured world of kindergarten
Kathryn Boonstra, University Of Wisconsin-Madison
Abstract: Researchers have documented alarming racial disparities in school discipline beginning as early as preschool (U.S. Department of Education, 2014). Through a yearlong ethnographic multi-case study of three kindergarten classrooms, I examine the processes through which children come to be positioned as "good kids" or "behavior problems," and the ways in which historical relations of power are negotiated, challenged, and reproduced within particular classroom environments. Drawing on figured worlds frameworks (Holland et al, 1998), this paper investigates how standardized, accountability-driven contexts shape educators' processes of identifying and responding to misbehavior, and how these dynamics are inflected by assumptions about race and ability.

On the margins; perceptions of otherness for children with perceived behavioural differences within Ontario's Full Day Kindergarten program
Lisa Phyllis, Sheridan College
Abstract: The systemic legacy of school readiness perpetuates barriers to authentic participation for children with perceived behavioural differences entering kindergarten. Children's participation remains optional therefore may be deferred until they are deemed ‘developmentally ready’ creating an experience of otherness. Systemic deficits lead to pathologizing children and propagating participation as privilege; masking inherent deficiencies in the system’s ability to accommodate our young children.

Resisting Inequality: Using narrative inquiry to re(Think) belonging in inclusive early childhood education
Elizabeth Erwin, Montclair State University
Within the context of inclusive education, master- and counter-narratives will be critically examined in an effort to shine new light on the concept of belonging in early childhood care and education.
The audience will a) unpack master narratives related to young children as well as the social construction of the meaning of disability, and b) explore how positioning children and educators as experts in inclusive early childhood education can deliver powerful counter narratives on what it means to belong.

5D- Panel session: Traveling with Wenjack: Guides, markers, and signs of early childhood in/equalities
Location: A401
Chair: Marek Tesar
*Casey Myers, Kent State; Sonja Arndt, University of Waikato; Kylie Smith, The University Of Melbourne; Marek Tesar, The University of Auckland*

Using the magical realist novella Wenjack as a provocation, the four papers in this session work with/in several elements of this re-storying of an Ojibwe boy’s journey – childhood, knowledges, inequality, quests, spirits, guides, landmarks, displacement, colonialisms, terror, language, naming, assimilation, violence, death – in order to highlight the entangled contours of inequality, equality, and quality in early childhoods. Using qualitative/post-qualitative inquiries and varied philosophical theorisations, these papers continue to unpack the ways in which our relative locations and historicised, accepted ways of being and knowing conceive, enact, and normalize “quality”.

5E- Panel session: Speaking, thinking and acting categorically: Troubling naturalised categories in early childhood education
Location: A212
Chair: Rochelle L. Hostler
*Bruce Hurst, University Of Melbourne; Claudine Lam, University Of Melbourne; Rachel Hostler, Kent State*

This panel explores the formation and circulation of social categories in early childhood education settings. The distribution and application of power around normative discourses makes possible the grouping and categorisation of subjects. The disciplinary gaze falls often upon those considered exotic and deviant. The three papers in this panel examine the naturalised categories that form in early childhood settings around child disengagement, age and race. They consider whether a re-conceptualisation and de-naturalisation of these categories might release counter-narratives that make possible more equitable pedagogies.

5F- Paper session: Childcare policy and practice
Location: A214
Chair: Hye Jun Park
*Various socializing messages in assessment practices in Swedish preschools*
*Eva Johansson, University West*

Abstract: This article draws on my doctoral thesis and aims to discuss what different socializing messages are communicated in assessments that take place in Swedish preschools in an era of changing national policy. The study shows that when pre-school teachers go about realising these demands they tend to focus on the form, the procedures of the documentation acts, rather than the content, what the assessments should be about. I discuss the socializing messages that are
communicated in the assessments at two preschools attended by children from different social backgrounds, in relation to the notion of cultural and social reproduction.


**Susan Norton, Southern New Hampshire University**

Abstract: Paulo Freire stated, “Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.” Limited research has been allocated to the issue of early childhood workers subsidizing their profession. ECEC workers have subsidized child care through a variety of means; low wages, lack of benefits, and stressful working conditions (Boyd, 2013; Porter, 2012; Shaheen, 2016). The disregard for the worker’s voice and perspectives have been instrumental in creating crisis in the ECEC field. This workshop will use the term inequality to frame and analyze the issues surrounding ECEC workers and how to enact and promote change.

Where is my mother?: multi-playing mothers with lack of time for caregiving their own children in rural Malawi.

**Boram Lee, Seoul National University**

Abstract: The purpose of this study was to emphasize that although many women spend most of their time on unpaid caring work in developing countries, where the labor-intensive household chores are required to make their living, there is not much quality time to engage with their children. Sixty diaries from thirty mothers, with young children under 36 months in rural Malawi, showed that mothers not only do not have enough time to interact with their children but also are too tired. There was significant inequality in time use of mothers for engaging socially, emotionally, and playfully with their young children.

5G- Paper session: Recentering children’s voices and experiences
Location: A303
Chair: Sheri Leafgren

The I/We of honoring the testimonies of children: Applying intersections of critical race/feminist currere and critical witnessing in early childhood teacher preparation

**Sheri Leafgren, Miami University; Tiffany Williams, Miami University; Peggy Larrick, Miami University; Johnnie Jackson, Miami University; Catherine Bornhorst, Miami University**

Abstract: Toward framing a means for early childhood teacher candidates to reconceptualize understandings of the positionalities of children and themselves in classrooms and communities, we are experimenting with combining elements of Dutro’s (2009) construct of critical witnessing and critical race/feminist currere (Pinar, 1975, Baszile, 2009) as a means to reveal assumptions and identify broad social narratives that shrink the apertures through which teacher-candidates may view (and calculate) the identities and worth of the children in their (particularly, urban) classrooms and of the communities in which they live.

Early Childhood Education: An Investment or a Human Rights Issue?

**Da Hei Ku, The University Of Texas At Austin**

Abstract: Early childhood education (ECE) has been framed as an investment in policy on local, state, national (i.e. ESSA) and international levels (i.e. UNESCO) since James Heckman’s studies (2011, 2013) suggested ECE yields future economic and societal benefits. By highlighting critical
early childhood literature, I problematize the framing of ECE as an investment and propose the adoption of a human rights framework for understanding ECE and its implications for policy.

The concept of citizenship through school values: A Foucauldian perspective
*Muge Olgun-Baytas, Pennsylvania State University*

In this study I wish to understand how Quaker practices, values, and more broadly concepts of citizenship are transmitted and taken up and given meaning by the children and teachers in two religious k-1 multiage classrooms. Through Foucault, I consider how the teachers’ approaches produce different and in some cases inequitable outcomes relate to the children’s senses of intellectual capacity and emotional well-being.

**5H- Paper session: Local/global tensions of quality**
Location: A405
Chair: Jaclyn Murray

Bumi anak-anak: Dialogism in the Indonesian Early Childhood Education standards
*Francesca Pase, University Of Georgia*

Abstract: With the expansion of early childhood education services, preschools in Indonesia have become key cites for the enculturation of traditional behaviors and values. The Indonesian early childhood education standards emphasize character development from birth until age six. With the help of Bakhtinian methods and the work of Indonesian scholar Pramoedya Ananta Toer my analysis will show tensions inherent in supporting traditional Indonesian constructs within a system for caring and educating young children in a syncretic culture.

Where is the voice for social justice: Interrogating the post-Reformasi Indonesian early childhood education quality policy
*Ali Formen, The University Of Auckland*

Abstract: Drawing on Foucault's (1984) genealogy, I found that social justice is consistently presented in Indonesian education policies, including in the documents published during the periods now recalled as the age of political injustice. Surprisingly, social justice is not demonstrated in the post-Reformasi policy, despite Reformasi is perceived as the gate to the just society. The post-Reformasi governments' reliance on developmentalism considerably is the roots of the social justice disappearance from their policies. Through this presentation I argue, the GOI should move from the developmental image of quality ECE to the one that is also responsive to social justice.

Voices heard and lessons learnt: Exploring multiple knowledges and local participation in a community-based integrated early childhood development programme in rural South Africa.
*Jaclyn Murray, University Of Winchester; Phakama Mzileni, Khululeka Community Education Development Centre; Fioni Murray, Khululeka Community Education Development Centre*

Abstract: Following calls for diverse and contextual perspectives of the rich lives of young children, their families and communities from the Global South, this paper presents the voices emerging from a three year community-based Integrated Approach to Early Childhood Development (ECD) programme run by a non-profit organization working in the rural Eastern Cape Province, South Africa. Characterized by a troubled socio-political past and present, educational and economic inequality and cultural diversity, this location is the sight of an attempt to take seriously the participation of three local communities in conceptualising, shaping and implementing this integrated approach to ECD.
5I- Panel session: What does it mean if we speak of social justice and inequality? Views from critical literacy, practical practice, and local traditions
Location: A412
Chair: Helge Wasmuth

Suzanne Flannery Quinn, University of Roehampton, Froebel College; Helge Wasmuth, Mercy College; Clara Rubiano, University Of Roehampton, Froebel College
Practice, policy, and research in the field of Early Childhood Education and Care (ECEC) are currently dominated by a certain language. Too often, “truths” are taken for granted assumptions which shape our conceptions of ECEC. However, instead of conforming to, we must critically examine and deconstruct such language. This panel will examine our understandings of the concepts of social justice, equality and inclusion. Further, we question and consider how we can have a meaningful conversation about such key concepts. This will be illustrated by presenting findings from studies with Master students and teacher education programs.

5J- Panel session: ECEC in Canada: Interrogations of inequality within colonial structures
Location: A414
Chair: Monica Lysack

Monica Lysack, Sheridan College; Pam Whitty, University Of New Brunswick; Kate Hammer, Office Of The Premier Of Ontario
Panel members take up the discussion of inequality of ECEC from various perspectives in three Canadian provinces: Quebec, New Brunswick, and Ontario, and Indigenous nations. They explore the challenges of decolonizing ECE within colonial structures, looking at how indigenous ECE services are split between on-reserve and off-reserve. With low coverage everywhere in Canada, ECEC services are limited in scope, quality, and availability in urban/rural, socioeconomic status and by culture and language. Participants are invited to engage in dialogue to analyze policy options that address inequality.

12:30-13:30
Lunch
Location: Assembly Hall

13:30-15:00
Session 6

6A- Panel session: Is more visible learning the answer to inequality?
Location: A210
Chair: Tomas Ellegaard

Tomas Ellegaard, Roskilde University; Annegrethe Ahrenkiel, Roskilde University; Christian Aabro, University College Copenhagen
The themed panel discusses the change towards more visible pedagogies as motivated by both a political intention to counter social and cultural inequality and by a professional interest in monitoring the professional competences. One implication of this is a stronger valorization of formal learning activities with more explicit learning outcomes and visible rules for good performances.
Drawing on empirical research, the three presentations all question the effects for children in relation to equality.

6B- Paper session: Uncovering power through critical qualitative and ethnographic methods
Location: A401
Chair: Hayon Park

Agents of the mundane: Examining power structures in practices of care in the toddler classroom
Brianna Foraker, Kent State University; Jennifer Lampe, Kent State University
Abstract: This paper will reconsider curriculum and care in the early years from a standpoint of the mundane, e.g. “mundane curriculum” as a form of resistance to the existing expectations of toddler curriculum and care. Through practitioner inquiry, this paper will articulate two toddler educators’ experiences negotiating “teacher” choices balanced by the children’s voice(s) and agency, which are centered in the three practices of care. Through this study, we will attempt to present alternatives to the normalized power structures within the toddler classroom by decentering the adult/child dichotomy and emphasizing the shared ownership of the mundane curriculum.

Does it fly? How carnivalesque laughter, nonsense, and parody in the preschool classroom
Shin Ae Han, University Of Georgia
Abstract: This paper presents a close reading of a series of scenes I videotaped in a US preschool classroom in which four-year-old children both follow and parody their teacher’s show and tell structure. Drawing on Bakhtin’s notion of the carnivalesque (1984) as a conceptual framework, combined with a discourse analysis of the children’s conversation during show and tell, I argue that the children engage with the classroom’s authoritative discourse, and playfully transform into a new form that simultaneously respects and turns on its head the classroom rules for show and tell.

The aesthetics of ethnographic practice in early childhood research
Hayon Park, The Pennsylvania State University
Abstract: The relationship between the adult researcher and child participant has often demonstrated a sense of inequality, a reality that is historically constructed within the pedagogies and practices of traditional early childhood research. Drawing from philosopher Jacques Rancière’s concept of politics and aesthetics, the presenter proposes that ethnographic practices constitute aesthetic dimensions for two reasons: it affirms equality when the researcher relinquishes her usual role by acknowledging children’s voices as children in turn actively inform the adult, and rejects discovering the universal ‘truth’ about researching children. Visual documentation from the presenter’s ethnographic case study within a kindergarten classroom will be discussed.

6C- Panel session: Future or current citizens?: A video-cued discussion of young children’s civic capabilities
Location: A403
Chair: Kiyomi Sanchez Suzuki Colegrove

Katherine Payne, The University of Texas at Austin; Kiyomi Sanchez Suzuki Colegrove, Texas State University; Anna Falkner, The University Of Texas At Austin ; Sunmin Lee, The University of Texas at Austin
This session offers participants the opportunity to watch and discuss multiple film clips of children engaging in civic action. The film was shown to early childhood communities in New Zealand, Australia and the U.S. We will discuss the civic capabilities present in the everyday actions of young children experiencing economic and racial discrimination. After viewing and discussing the film, we will compare RECE responses with those from showing the film to social studies and civic education scholars at a recent U.S. conference. Our hope is to think about the civic nature of young children’s actions and to wonder collectively about seeing children as current rather than future citizens.

6D- Panel session: How is ‘risk´ expressed, manufactured and negotiated in ECEC in Norway and France
Location: A104
Chair: Anne Greve

Pascale Garnier, Université Paris 13; Anne Greve, Oslo Metropolitan University; Marte Eriksen, Oslo Metropolitan University
Concerns about 'risk' and 'risk prevention' have found their ways into ECEC institutions. Plans and policy documents, discursive practices of everyday life, mapping tools and procedures of 'early intervention' are translated into everyday practices. In the interface of science and policy of 'risk', heterogeneous and often competing discourses come into play. Albeit ECEC institutions comprise important arenas for carrying out tasks involving prevention and inclusion while aiming to provide all children a possibility for an equal start, regardless of background and needs, there are considerable inequalities between institutions. We will discuss inequalities between France and Norway in various aspects.

6E- Paper session: The digital worlds of children
Location: A212
Chair: Nydia Prishker

Misappropriation of children’s digital Play? Cross-national perspectives from U.S. and China
Ilene Berson, University Of South Florida; Wenwei Luo, Hubei University Of Arts And Science/University Of South Florida; Michael Berson, University Of South Florida; Victoria Damjanovic, University Of South Florida
Abstract: This session will engage participants in an interactive discussion on disrupting the discourse on digital play that situates young learners as commodities in a free market economy. We reflect on findings of comparative cross-national perspectives among preservice early childhood educators in China and the U.S. relative to pedagogic approaches to promote children’s technological learning outcomes. We then explore how to deviate from the traditional canon to challenge the positionality of digital play in the curriculum and the appropriation of an informational-based approach to a transformation based orientation that promotes children’s self-directed learning in their highly contextualized, situated, and fluid settings.

Parenting for digital literacy in Denmark and Germany: exacerbating inequality by promoting alienating child-adult ontologies
Niklas Alexander Chimirri, Roskilde University
Abstract: Inequality-promoting policy-making in Early Childhood Education and Care is also engrained in the ontological and epistemological concepts used in order to maintain and transform institutional practice. On the grounds of a qualitative-heuristic, phronetic analysis of online documents and ethnographic empirical material generated in daycare institutions in Germany and
Denmark, the presentation exemplifies how current discourses on parenting for digital literacy perpetuate alienating child-adult ontologies. It thereby exercises epistemological violence, which hampers transgenerational pedagogical collaboration and thus parents’, pedagogues’ and children’s possibilities for understanding themselves as citizens actively contributing to maintaining and transforming digital capitalism.

The discourse in the standards of technology application implementation and use in the education of young children: A Foucauldian analysis.

Nydia Prishker, University Of North Texas

Abstract: The purpose of this paper is to analyze the power-knowledge discourse surrounding technology application implementation and use in the early childhood education settings, and how such discourse is shaping young children’s everyday lives, as well as the expectations of early childhood education. Discourse includes "practices that systematically form the objects of which they speak", it encompasses "more that we must reveal and describe" (Foucault, 2010; p.49). Using a Foucauldian discourse analysis would allow me to shine light on the practice and subjectivity created by the implementation of technology application standards in the education of young children.

6F- Paper session: Examining race and inequity in childhood
Location: A214
Chair: Hilario Lomeli

The promotion of literacy in preschool education in Mexico: A Black Feminist, postcolonial analysis
Gloria M. Calderon-Garcia, New Mexico State University

Abstract: To broaden the impact of literacy towards social justice, education professionals have engaged with critical literacy perspectives. However, in our research both the curriculum of Preschool-Education in Mexico and classroom-pedagogy, does not seem to encompass CLP. The curriculum, as a colonizing instrument, minimized narratives of people color. Likewise, the role of educators appeared to be colonized through "recommendations" of the Secretary of Public Education, which aligned with Western, developmental narratives. As Latina women and teacher educators oriented towards social justice, we have looked to the theories Black feminisms, postcolonialism, and critical literacy theory to re-imagine what is possible in literacy praxis in Mexico.

Today I was bad: Exploring the peer relationships and “behavioral challenges” of 2 African American kindergarten girls in a predominately White after school program.
Nakisha Whittington, The Pennsylvania State University

Abstract: In this paper, I consider the impact of raced suspension policies on two working class African American girls in a predominantly white after school program. Through intersectionality and critical race theory, I aim to investigate the ways in which race and class configure across educational spaces for young African American girls.

Race, memories of childhood failure, and the production of redemptive teenage subjects
Hilario Lomeli, The Pennsylvania State University

Abstract: This paper investigates how students navigate education systems that regularly frame their childhood as a time and space of failure. Drawing from eighteen months of ethnographic research with Latinx youth in an alternative high school in Houston, this research examines how personal memories and official educational discourses come together to position early childhood
as a site of failure for many racialized youth. I argue that the production of youth as redemptive subjects is accompanied by the pathologization and naturalization of their previous experiences as children, as a hardened binary of success/failure alienates students from their community, their peers, and themselves.

6G- Paper session: Art and aesthetics in ECEC
Location: A405
Chair: Marta Cabral

Young children, arts and aesthetics
Nina Johannesen, Oestfold University College; Trine Sofie Dybvikstrand, Oestfold University College

Abstract: This presentation evolves from assumptions about very young children (1-3 years), arts, aesthetics and the politics as what can be seen and what can be said (Rancière 2014). We ask how complex and challenging art expressions and understandings of the aesthetics can rupture, challenge and maybe change marginalizing ways to see and speak about very young children. We further ask how children’s own aesthetic and experimenting expressions can be seen and heard within the early childhood settings and on the scene of art. Finally we as ask how these discussions can open the spaces for the children’s possibilities for appearance.

#quizzicalitch: Artmaking, materials, and ownership in ECEC
Marta Cabral, The Pennsylvania State University / Columbia University Teachers College

Abstract: This presentation is based on research studies conducted over the course of four years of teaching in a laboratory school at a NYC university. These qualitative studies were based on observations and interviews, on the basis that there is no one single truth and answer to the research questions, but that the very reality of each study was being constructed by researchers, participants, and context.

Actual children, unique situations: improvisation and immersive pedagogy: A collection of vignettes from a collective of artist-educators
Charlotte Arculus, Manchester Metropolitan University; Jessica Pitt, University of Roehampton

Abstract: Resisting dominant forces in arts funding and education policy that attempt to make pedagogy a fixed and measureable object, this paper discusses the practice of an arts collective that works with young children with communication difficulty. Foregrounding the practice of improvisation, as well as attending to the affective role of both the materials, space, and sound created through an immersive environment, its explores the potential of immersive pedagogy in terms of a thoughtful body. It explores the absence of adult speech and the possibilities that this non-representational space opens up for a worldly intra-action (Barad 2007) between all kinds of things.

6I- Panel session: Practical knowledge – a principal element in ECEC
Location: A412

Chair: Kristin Holte Haug
Anne Furu, Oslo Metropolitan University; Kristin Holte Haug, Oslo Metropolitan University; Nina Rossholt, Oslo Metropolitan University
We will discuss students and practitioners learning in both campus and in care and the relation between the learning processes in these two arenas. We focus on multimodal narratives, equal and mutual collaboration and inequality in production of knowledge in education through the lens of students trying to reconceptualise practices in their work place.

**6J- Paper session: Reconsidering practice in teacher preparation and in classrooms**

**Location:** A414  
**Chair:** Marty Lash

Rethinking intercultural competence: Understanding the co-constructed and negotiated aspects of intercultural relationships during an international field experience in Nepal.  
**Samara Madrid Akpovo, The University Of Tennessee Knoxville; Sapna Thapa, University Of Wisconsin-Stout; Nikki Baldwin, University of Wyoming**

Abstract: This research examined nineteen US student-teachers and eight Nepali mentor-teachers as they participated in two internships in Nepali preschools. The data illustrate how participants were able to develop their knowledge of “interculturality” through guided participation with more experienced others. The data consisted of classroom observations with field notes, ethnographic interviews, informal and formal group discussions, weekly journal writing, and post-internship “data revisiting” with both the student-interns and Nepali mentor-teachers. This research highlights how adult relationships and guided participation were a salient factor leading to: 1) discarding of misnomers and conceptions of “the Other,” and 2) reconsideration about culture(s) as a product versus a co-constructed process.

A critical analysis of overseas early childhood student teaching experiences  
**Martha Lash, Kent State; Justine Defrancesco, Kent State**

Abstract: The diversity of our world reflects the diversity within early childhood classrooms throughout the United States, making multicultural and international education a vital component of teacher preparation programs. To aid in the preparation of preservice teachers as educators teaching for a global society, universities offer overseas student teaching opportunities. This research examines overseas student teaching experiences, capturing how these global and complex experiences resulted in a collection of widely experienced complexities of identity, such as serving as a US sociocultural ambassador to sentiments of an exasperated "enough about the US, I'm here now".

Does furnishing support inequality in early childhood and care?  
**Benedicte Bernstorff, Roskilde University**

Abstract: Furnishing seems to have an excluding impact on participation in play communities and dialogues. This is the preliminary result in a non-participant observational study of children aged 3-5 years in two Danish kindergartens based on a child’s perspective. When furnishing creates secluded places, children tend to talk about everyday life topics including more emotional topics. This contrasts talks in more open furnishing environments, which tend to invite to dialogues concerning rules and frames and denial of participation.

15:00- 15:30  
**Coffee Break**  
**Location:** Gallery 2
15:30 - 17:30
Business meeting
Location: Ceremonial hall (A220)

18.00 - 23.00
Conference Dinner
Location: Assembly Hall

18.00 - 18.30: Reception. Have a glass and a chat!
18.30 - 21.30: Conference Dinner, Entertainment and Awards
21.30 - 23.00: Musical performance and dance by Funkified
Let your yoga dance!
Led by Mara Sapon-Shevin
Location: A405

Come move, dance, and experience the joy of being playful and connected in your body. Done with music from all around the world, we will bring fun and healing to body, mind and spirit. No experience necessary --- all bodies welcome. Wear comfortable clothing.

Coffee and Croissant
Location: Gallery 2

Session 7

7A-Paper session: Disability Studies and belonging
Location: A104
Chair: Alex Collopy

Story listening: Reimagining inclusion in early childhood teacher education
Kelly Boucher, Victoria University

Abstract: This presentation makes visible our ways of listening to stories, and considers the different ways of meaning-making that influence our understandings of inclusive practice. Storylistening is an emerging concept that brings together the common worlds notion of inclusion and ‘pedagogy of listening’ in order to reconceptualise/rethink taken-for-granted telling practices and finding a way of doing stories otherwise. Explored across a semester of study at university, pre-service teachers enact storylistening to listen otherwise to inclusion and stories of immigration, arrival and diversity in postcolonial Victoria, Australia.

Inclusion first: reclaiming psychoanalytic theory in early childhood education with a Disability Studies in education agenda
Alex Collopy, The Pennsylvania State University

Abstract: This paper outlines the epistemological tensions and troubling history of psychoanalysis and disability that contributed to the justification of the exclusion of students on the basis of difference. While psychoanalysis has proliferated deficit perspectives of child development, I call for a return to different psychoanalytic theories that challenge static, binary perspectives of disability. I draw from social and relational psychoanalytic theories to understand how disability is projected and produced in classrooms. I argue that attending to the unconscious is a method of "listening" that holds emancipatory potential for all children, and in this way, is an ethical obligation for research.

Drama, play, and inclusion in Kindergarten
Merete Cornet Sørensen, University College Absalon

Abstract: Free play is an activity of high priority in Danish Kindergartens. However, recent research states that there are groups of children in Danish kindergartens, who are not a part of the children's
own play communities. They feel excluded and miss both the joyful aspects and learning and developmental potentials that play holds. Based on a reinterpretation of Vygotsky’s ZPD the paper presents an action research study addressing this problem, where play-based drama is used both as a tool to support all children’s learning and well-being and as an inclusive activity for children who are in the risk of being excluded.

**7B- Paper session: Questioning professionalism**

**Location:** A210  
**Chair:** Angela Lewis

**Professional disruption. Kindergarten teachers responsibility, integrity and resistance**

_Solveig Østrem, University Of South Norway; Mari Pettersvold; University Of South Norway_

Abstract: The presentation is based on a research project called “Profession and responsibility” about Norwegian kindergarten teachers who resist requirements or tasks that are at odds with their convictions about what is professionally and ethically justifiable. The project includes 15 kindergarten teachers’ stories about what they oppose, with which reasons and the reactions from different agents. The study shows that to be listened to, good arguments are crucial. So is not standing alone, but receiving support from managers, colleagues and the trade unions.

**Exploring pedagogic discourse and teacher identity in four Reggio Emilia Inspired preschool classrooms**

_Angela Lewis, Colorado State University_

Abstract: With the support of pedagogic discourse theory, the diffractive nature of teacher identity is explored in the context of a Reggio Emilia inspired, birth through age five, preschool setting in the United States. In-depth interviews and classroom observations were gathered and analyzed over the course of five months. Findings illuminated an entangled, on-going, and locally situated production of pedagogic discourse. Embedded within the pedagogic discourse were aspects of care, respect, and reciprocity. This presentation aims to widen theoretical understandings of teacher identity development in early childhood education and points to a new direction in early childhood research methodology.

**Reconceptualising professional development in early childhood education and care. A preliminary exploration of practitioners’ impressions of identity, professional development and professionalism in the UK**

_Valeria Scacchi, Roehampton University_

Abstract: In this paper I will explore and discuss constructions of in-service professional learning and development (PLD) together with notions of practitioners' identity and understandings of professionalism in Early Childhood Education and Care in an urban area in London. I draw on preliminary data collected as part of my doctoral project to start a discussion about the possibilities for reconceptualising PLD strategies and practices in England. The project involves tracing the tensions and conflicts generated by discontinuities between the practitioners' ideas of identity and professionalism using Early Years practitioners' voices to co-construct and conceptualise a new reality of PLD that is grounded on values of equity and democracy.

**7C- Panel session: Rethinking care: Care-matterings in the Toddler Room.**

**Location:** A214  
**Chair:** Christina MacRae
Following Puig de la Bellacasa this panel asks; “what does caring mean when we go about thinking and living interdependently with beings other than human, in 'more than human' worlds”. Attempting to move beyond dyadic understandings of care, a trope that dominates early childhood discourse (), our motivation is to think about how care is entangled with the non-human in the nursery classroom. When care is only located within the adult-child dyad, an emergent ethics of care-mattering is overlooked. We open up the notion of care as something less stable, more diffuse and distributed across both human and non-human.

7D- Paper session: Teachers, parents, and community
Location: A212
Chair: Karen Ida Dannesboe

Early Head Start teachers and mothers as community-based teaching experts for university pre-service teachers

Lauren Burrow, Stephen F. Austin State University

Abstract: This mixed methods action research examines the impact of an educator preparation course redesigned to position Early Head Start (EHS) teachers and mothers as early literacy and language development experts for early childhood pre-service teachers’ (ECPST) learning. Identified as a Community-based Service Learning pedagogy, EHS teachers and mothers came together with ECPSTs to make up a community learning setting that emphasized public scholarship as a means of transferring learning theory to best practices. This paper seeks to showcase the reality of and potential value of community members’ expertise as a means for more authentically preparing future educators for diverse classrooms.

Gathering as a community of learners: Engaging with our practice as pedagogy

Patricia Lirette, Macewan University; Jane Hewes, Thompson Rivers University

Abstract: In this presentation, we revisit our experience of Community of Learners gatherings (CoLs), which took place as part of efforts to create and animate an early learning curriculum framework through participatory research with early childhood educators. We imagined the CoLs as a pedagogical meeting place, where educators could engage in meaningful conversations about early learning pedagogy. As researchers, we focused on introducing a pedagogical voice that foregrounded local practical knowledge, but also created openings to question taken for granted practices. We pause to consider the contrast between the joy and inspiration of educators in theorizing practice in innovative ways, and the fundamental challenges they face in sustaining this work in everyday practice.

Different meetings – Unequal parenthoods. ECEC institutions collaboration with parents and parents unequal positions

Karen Ida Dannesboe, Aarhus University; Bjørg Kjær, Aarhus University

Abstract: On the basis of an empirical study of teacher-parent conferences in Danish ECEC institutions we analyse how ECEC practitioners meet and approach parents differently. These differences emanate from ECEC teachers’ readings of the appearance and ethos of the families. In Denmark ECEC have a long tradition for what is called “parent collaboration”. There has been an increased focus on parents’ roles and responsibilities recently, so the meetings and collaboration is affected. We examine the question of inequality within these frames. The material documents how inequality is produced in subtle processes in social interaction.

7E- Paper session: Race, justice, and critical multiculturalism in teacher education
Location: A401
Chair: Ashley Sullivan
Utilizing critical methodologies with pre-service teachers
Ashley Sullivan, Penn State Erie, The Behrend College; Jennifer Myler, Penn State Erie, The Behrend College; Gaile Cannella, Independent Scholar

Abstract: It is of extraordinary importance that pre-service teachers are instructed regarding reconceptualist pedagogical methods and theoretical frameworks. Without exposure to anti-bias practices, critical examination of neoliberal influences in public schools, and the study of reconceptualist theories in relationship to the care and education of young children, it will be difficult to actualize practices framed around equity and justice. We seek to actively disrupt linear/positivist frameworks with our students. At times these approaches are positively received. At times there is pushback. The major purpose of the session is to explore students’ reactions and our attempts to facilitate their acceptance and understanding.

Polishing the critical lens: Teaching human rights and social justice to ECEC undergraduates
Dalvir Gill, University of Roehampton; Linda Shaw, Oxford Brookes University

Abstract: This paper argues that students intending to work with young children, families and communities need to engage proactively with social justice. We examine how students who engage with global social justice issues are better able to offer children an academically rigorous education that prepares them for being a confident individual and a positive contributor to society. Research suggests that an appreciation of tensions between educational attainment and (in)equality has the potential to construct ‘critically aware’ student practitioners capable of challenging unequal expectations of young children. Using a critical pedagogy approach, students are encouraged to examine their own values, beliefs and experiences through an overtly political lens. Drawing on post-structuralist and post-colonial theorists, the paper examines the strengths and challenges of delivery of this material within vocational degrees, including the challenges for a diverse group of students and tutors creating safe dialectic spaces.

Engaging preservice teachers in issues of equality and social justice
Susan Lyden, University College Of Southeast Norway

Abstract: When teaching the elective “Intercultural competencies” for third year Early childhood education and care students I have found the need to find new approaches with the students so that they can better connect with their own feelings and attitudes towards minority and migrant groups.

Having some experience with activities and ideas for student active and collaborative work through The Pestalozzi Programme; the Council of Europe’s training and capacity building programme for education professionals, I have adapted some of these activities to better allow reflection on what is needed to see and deal with issues in ECEC that can marginalise and discriminate. I wish to present some of this work, and the student feedback as I feel there is a potential in such activities for teacher educators and students to develop professional competencies that better address issues of equality and social justice in ECEC.

7F- Paper session: New materialist and posthumanist perspectives in studying children

Location: A403
Chair: Catherine Hamm

CUPS: Reconceptualising matter(s) in processes of learning and becoming.
Bridgette Towle, Kids’ Domain Early Learning Centre
Abstract: This session explores ideas and ethical questions of practice arising from a teacher-researcher’s performative inquiry into philosophies and theories associated with the ‘material turn’. The inquiry’s emergent, explorative and experimental ‘acts’ entangle philosophical concepts with images/imaginings of cups and cup–child happenings, to produce a new ontological optics. Material things are perceived as vibrant and forceful, and as existing in affective relationship with other matter, including humans. This sparks the idea of an ethics of affection and a pedagogy of affection-ing that asks what/whom/where is being made to matter, and how educators can respond in affirmative, potentiating and inclusive ways.

Place narratives: unexpected connections for reimagining inclusion in early childhood
**Catherine Hamm, Victoria University**

Abstract: This paper presents place narratives as a way of making public the differences that matter in early childhood education. Engaging with place as a ‘pedagogical contact zone’ attends to the ways that human and more-than-humans are always entangled, generating space for thinking differently about inclusion. I share place narratives drawn from the “Out and About” research project in Victoria, Australia. These narratives activate local, Indigenous worldviews that focus on relationships (not exclusively human ones), relationality and circular ways of knowing, making visible ethical and political tensions that are always present in ordinary, everyday moments.

Building memory and communication in body and mind
**Martin Needham, Manchester Metropolitan**

Abstract: This paper reports on preschool children’s and practitioners’ responses to introductory movement sessions delivered by football coaches in early years settings. The paper explores the sports coaches’ ideas of developing muscle memory and explores how this perspective with post humanist perspectives on learning Braidotti (2013) and Lenz Taguchi (2009). Through these theoretical perspectives the paper explores the importance of body movement to the development of cognition. The study explores children’s responses to the movement sessions and their potential to open-up additional and expressive opportunities for young children.

7G- Paper session: Play and play spaces in childhood
Location: A303
Chair: Leigh O’Brien

Fantasy play as a class-based pedagogy in the United States: Who is entitled to play, encouraged to play and whose play is valued?
**Maria Persons, The Graduate Center For The Cuny**

Abstract: This paper examines how play has become a class based pedagogy and the theoretical, pedagogic and policy implications for denying children’s play and creating unequal childhoods. I use play as a context for examining how childhoods are constructed based on history, politics, economics and culture, and how constructions of childhood shape and are shaped by particular pedagogies. This paper explores vignettes of children’s play through a methodology I developed called play ethnography. It examines how young children use play as creative social action to understand their cultural and social worlds of gender, race and ethnicity as they navigate social hierarchies, power and identities in early childhood classrooms.
Who benefits from outdoor education & play experiences? Variations in access to ‘Forest School’ and Nature Preschools in North America

Leigh O'Brien, State University Of New York At Geneseo

Abstract: There is much evidence to show that being outdoors has a positive effect on young children’s learning and well-being. Outdoor experiences also provide a context for the development of self-esteem and self-confidence, among other possible benefits. However, a growing concern is who is able to access these potential benefits; this will be the main focus of my proposed presentation. After sharing information from observations and interviews at three North American sites, I’ll ask, don’t all young children have the right to access programs with such a range of benefits?

Perspectives on outdoor play - a child's right to explore through space and time

Lone Hattingh, Bath Spa University

Abstract: This presentation reports on a case study which interrogates varied perspectives on outdoor play. I examine perspectives from four outdoor forest kindergartens in Denmark: data were gathered by two researchers and a group of university students studying Early Childhood Education in England, during three field trips to Copenhagen. Findings show that children and educators developed relationships characterised by trust and were encouraged to use extended period of time to negotiate wide open natural spaces in the forest to develop their curiosity and to engage in social and collaborative play with their peers.

7H- Paper session: ECEC policy in Sweden, US and the UK
Location: A405
Chair: Shirley Kessler

Equality and democratic education evaluation

Shirley Kessler, National-Louis University

Abstract: Democracy is under threat around the world. It is within this context that the author analyzes The International Early Learning and Child Well-Being Study (IELS). First this study is examined as a political document, representing the “bureaucratic” and/or” autocratic” type of education evaluation. Robust discussion is encouraged to examine the meaning of democracy, the role of education and education evaluation in a democracy, and the role of RECE is addressing the crises of democracy around the world.

The changing landscape of Swedish early childhood education policy: A policy assemblage investigation

Jan Gustafsson, University West

Abstract: The purpose of this article is to investigate the productive forces that create and produce assemblages within this policy governance, how they formulate and transform Swedish Early Childhood Education policy. The concept of assemblage is useful to conceptualize policy making and make it possible to analysis the moving elements; connections of discourses and materiality that forms different forces and trajectories and how they work to form and transform policy.

Bold beginnings or black holes: An analysis of the UK inspectorate’s evaluation of teaching in the final year of ECE

Mandy Pierlejewski, Leeds Beckett University; Jonathan Glazzard, Leeds Beckett University; Yinka Olusoga, Leeds Beckett University
Abstract: In this paper, a Foucauldian discourse analysis of a recent report by the UK government’s inspectorate, Ofsted, reveals a world in which children are utilised as instruments for the measurement of schools. The child is decontextualized and dehumanised; a passive recipient of knowledge, whose function is to demonstrate the effectiveness of the teacher. Teaching becomes delivering the curriculum and the test at the end of ECE the main driver of pedagogy. We contend that statutory summative assessment acts like a black hole; hidden in plain sight but visible through its capacity to distort all around it.

7I- Paper session: Equity based pedagogical approaches in ECE
Location: A412
Chair: Margarita Ruiz Guerrero

"You are what you eat’: A Black feminist analysis of food practices in a Head Start classroom in Southern New Mexico
Margarita Ruiz Guerrero, New Mexico State University

Abstract: The dominant and prevalent DAP, medical, nutritional, and 'at risk' perspectives in early childhood studies, have marginalized and invisibilized the intersections of identity, body, mind, spirit, and community of Latin@ children in educational settings. These perspectives have pushed standardized ways of eating, including how, when, and what Latin@ children should eat, excluding children and families' identities and ways of being. Using Black feminist theories challenge deficit assumptions about Latin@s' food practices, acknowledges and legitimizes their lived experiences, and recognizes spaces of negotiation where transformation may occur.

Family science in an urban preschool: The development of a culturally responsive program
Hannah Kye, Rowan University

Abstract: Prior scholarship has called for interventions early in children's school careers to narrow or close gaps in science outcomes for students from racial- and language-minority families. This presentation describes the framework and development of an innovative science program for preschool students and families in a high-poverty urban school district. The series of Family Science Nights are based on the tenets of culturally responsive pedagogy and designed to build excitement and bridges between science, families, and the community.

Promoting gender equality in future career opportunities: Fostering Kindergartners’ spatial abilities through map-related experiences
Billie Eilam; University Of Haifa, Israel

Abstract: Promoting kindergartners' spatial ability is highly advocated as required in everyday living and effecting future choices in STEM career. We explicated and explored children’s tacit knowledge about maps conceptual knowledge, components, and scale, using self-designed tools for avoiding verbal expression difficulties. Children (45) performed individually a series of tasks and were interviewed. Our findings suggested the existence of initial naïve map-related distinct pieces of knowledge that lack coherency, mostly constructed based on situated everyday personal experiences and perceptual similarities; limited understanding of small scales; and difficulties in 2D map-3D physical space shifting. Implications for curriculum and practice are discussed.

7J- Paper session: Questioning and rethinking ways of “knowing” children
Location: A414
Chair: Nikki Rotas
It’s just child’s play- or is it? Play and relationship networks among young children in a refugee reception centre in Berlin

Penelope Scott, Ludwig-Maximilians-University (Lmu) Munich, Institut Für Soziologie; Thi Huyen Trang Le, Institut Für Den Situationsansatz - Ista

Abstract: In Germany, many pre-school refugee children face the double disadvantage of spending part of their formative years without access to state organised educational opportunities while living in mass accommodation centres, often for protracted periods. Drawing on ethnographic fieldwork in a refugee reception centre in Berlin, this presentation explores how preschool children experience play, a principal form of their participation in everyday life. The presentation raises questions about the importance of play for young refugee children and how best their right to play can be supported.

Imagining technologies in childhood environments: What might the image do?

Nikki Rotas, University Of Alberta

Abstract: This paper will examine the use of wearable cameras in childhood environments and in turn grapple with visual forms of representation (i.e., video images). Introducing the student-initiated practice of ‘mashing’ (Rotas, 2016), the paper will put into question conventional modes of research and data analysis. Drawing on feminist new materialist theories and methodologies, the paper further seeks to foster an understanding of mashing and the visual image as more-than-representational. Questions I pose include: What does the camera-body-image entanglement make possible? In what ways does embodied perception affect thinking and what is in turn thought?

A reflection on the pseudo-concept of intelligence in relation to early childhood education and care

John McGarrigle, Institute Of Technology Carlow

Abstract: I reflect on the concept of intelligence firstly by examining arguments between psychometric approaches and Gardner’s Multiple Intelligence. I suggest that the dominance of the psychometric approach sees intelligence as a pseudo-concept based on limiting views of race, gender and social class which achieve a rigid segmentarity. In this article I present a playful imagined episode in the sandpit of intelligence and satirical exposition of research based on intelligence tests. I conclude with a critique of the continued use of IQ testing in special needs assessment in Ireland and request a radical change to hierarchical notions of intelligence that continue to divide.

11:00- 11:30
Coffee Break
Location: Gallery 2

11:30-12:30
Plenary
Location: Ceremonial hall (A220)
Discussant: Colette Murray

Decoding and Disrupting Inequalities among Teachers within ECE Systems

Marcy Whitebook, University Of California, Berkeley; Sabine Hattinger-Allende, Fh Campus Wien
Abstract: While inequities among ECE teachers compared to teachers of older children has been well-documented internationally, those among sectors of the ECE workforce are often overlooked. Differences in linguistic background or immigration status, for example, may reinforce or deepen inequities among certain teachers over others, causing children entrusted to their care to face increased stress. Informed by inequality and feminist psychoanalytic theory and emancipatory practice, this panel examines strategies for decoding inequities among ECE teachers and describes strategies used in the U.S., Switzerland and Austria to reshape policies to strengthen rights, raises and respect for all ECE teachers.

12:30-13.00
Closing Ceremony
Location: Ceremonial hall (A220)

13.00
Lunch
Sandwiches on the go
Location: Assembly Hall

Goodbye!
SEE YOU IN NEW MEXICO 2019!
Floor Plans
BUILDING A, GROUND FLOOR

Assembly Hall

WC

A104
BUILDING A

FLOOR 1

BUILDING A, FIRST FLOOR