Pre-conference Workshops: Monday October 23

Conference Check-In
9:00 AM - 9:00 PM
Sally Horsfall Eaton Centre for Studies in Community Health (SHE Building)
99 Gerrard St. East
Room 597

Opening Doors to Reconceptualizing Early Childhood Care and Education: A Conference Primer for Undergraduate Students
9:00 AM - 4:00 PM
Sally Horsfall Eaton Centre for Studies in Community Health (SHE Building)
99 Gerrard St. East
Room 556

A Dialogue: RECE as Home and Displacement - Personal/Political/Professional Histories
7:00 PM - 9:00 PM
Sally Horsfall Eaton Centre for Studies in Community Health (SHE Building)
99 Gerrard St. East
Room 558

Pre-conference Tours: Tuesday October 24

Conference Check-In
8:00 AM - 12:00 PM
Sally Horsfall Eaton Centre for Studies in Community Health (SHE Building)
99 Gerrard St. East
Room 597

Early Learning Centre Tours
9:00 AM - 12:00 PM
- Ryerson University/School of Early Childhood Studies Early Learning Lab School
- Adult and Child Language Program for Newcomers to Canada (LINC)
- George Brown College Lab School Located in a Community Elementary School
Meet at:
Sally Horsfall Eaton Centre for Studies in Community Health (SHE Building)
99 Gerrard St. East
Room 597
Ryerson Image Centre Exhibit: Guided Tour of “The Faraway Nearby: Photographs of Canada From the New York Times Photo Archive”
11 AM
33 Gould St.

Lunch on Own

Conference Tuesday October 24
Toronto Central Grosvenor Street YMCA Centre
20 Grosvenor Street
Auditorium

Conference Check-In
12:00 – 5:00 PM

1:00 PM Welcome

1:30 PM – 3:00 PM
(Panel) Indigenous futurity and decolonization in early childhood education and care
Margo Greenwood, University of Northern British Columbia; Carol Rowan, Carleton University; Nicole Ineese-Nash, Ryerson University

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

Nutrition Break-3:00-3:30

3:30 PM – 5:00 PM Immigration Plenary
(Panel) From One Home to Another: Today’s Immigration Landscape
Anna Kirova, University of Alberta; Christine Massing, University of Regina; Fikile Nxumalo, University of Texas at Austin; Veronica Pacini-Ketchabaw, Western University

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

5:30 PM – 8:00 PM
Opening Reception
Courtyard by Marriott Toronto Downtown
475 Yonge Street
Conference Wednesday October 25

7:45 AM – 8:45 AM Let Your Yoga Dance
With Mara Sapon-Shevin
Courtyard by Marriott Toronto Downtown
475 Yonge Street
A joyful and energizing session that will awaken your spirit and move your body ---- all are welcome, no experience of any kind required

9:00 AM – 10:30 AM Plenary
Toronto Central Grosvenor Street YMCA Centre
20 Grosvenor Street
Auditorium
#376: (Panel) Stories, theories, and reconceptualizations of home in early childhood education: A caravan of nomadic thinking
Andrew Gibbons, Auckland University of Technology; Mara Sapon-Shevin, Syracuse University; Marek Tesar, The University of Auckland; Colette Murray, Institute of Technology Blanchardstown; Mathias Urban, University of Roehampton; Sonja Arndt, University of Waikato; Sonya Gaches, University of Otago

Nutrition Break (SHE Building 99 Gerrard St. East) 10:30-11:15

11:15 AM – 12:45 AM Breakout Sessions
556 capacity 55:
#158. Resistance to neoliberal agenda in Palestinian early childhood education,
Jannette Habashi, University of Oklahoma

#160: ‘Shouldn’t every child in the city have a right to her parents?’ Debating children’s entitlement to ECEC in Finland
Maarit Alasuutari, University of Jyväskylä; Kirsti Karila, University of Tampere; Anna Siippainen, University of Jyväskylä

#229: What should Zanzibari children learn: An examination of enacted curriculum, pedagogy, and cultural values in Zanzibar Preschools
Angi Stone-MacDonald, University of Massachusetts Boston

558 capacity 55:
#104: Islamophobia and Muslim Students in Canadian Schools: Narrative Portraits of Seven Immigrant Muslim Students
Afshan Amjad, The Aga Khan University

#107: Excavators and Zombie Houses : Extending culturally responsive practices and pedagogies to early childhood teacher approaches to families in a rapidly changing U.S. Midwestern neighbourhood
Anne Valauri, Ohio State University

#141: Materialising learning in early childhood: Thinking with materials as ‘being present’
Kelly Boucher, Victoria University
547 capacity 45:

#378 Destabilizing the Language of Representation: Becoming Post Human
Margaret MacDonald, Simon Fraser University; Elaine Beltran-Sellitti, Simon Fraser University

548 capacity 45:

#380: (Panel) The practice of hope: Teachers and teacher educators as public intellectuals
Jeanne Marie Iorio Victoria University; Clifton Tanabe, University of Hawaii at Manoa; Adam Coustley, St Therese’s Catholic Primary School; Chris Grayland, St Therese’s Catholic Primary School; Ebony Sheppard, St Therese’s Catholic Primary School

539 capacity 20:

#106: Conceptualizing Children’s Experiences: A Discussion of Merleau-Ponty’s Lectures on Child Development and Pedagogy
Lucy Angus, York University

#250: “Some of us don’t like the Chaos”: Comparing Educators’, Parents’, and Students’ Learning Rationales for Teacher Control in the Classrooms of Young Children of Latina/o Immigrants
Molly Ellen McManus, University of Texas at Austin

#245: When Bakhtin’s Dialogism Meets New Materialism: Insights Gained From Young Children’s Appropriation of Robotic Manipulatives
Sung-eun Jung, University of Georgia

539 capacity 20:

#382: Applied Reconceptualism - A Practical Inquiry into Founding a Reconceptualist Preschool
Melissa Scott, Albuquerque; Kristi Goldade, Albuquerque; Jen Jones, Albuquerque

664 capacity 55:

#122: White Early Childhood Educators Discussing Race and Gender: What’s There and what’s Missing?
Flora Farago, Austin State University; Stephen. F. Austin State University

#151: The Exclusion of Black Immigrant Children in Early Childhood Education
Dr. Miriam Tager, Westfield State University

#214: Critical communities of practice in pre-kindergarten: A new way of understanding, creating, and using multicultural knowledge
Melissa Sherfinski, West Virginia University

654 capacity 55:

#124: Reimagining emotional expressions in the preschool classroom: Challenging hypercapitalist notions of “readiness”
Brianna Foraker, Kent State University

#204: Instrumental and Answerable Discourses in Early Childhood Education Standards in the U.S.
Amy Noelle Parks, Michigan State University; Bethany Wilinski, Michigan State University
#108: What happens when nothing goes on?
Annegrethe Ahrenkiel, Roskilde University, Denmark

12.45 AM- 2 PM
Lunch provided (SHE Building 99 Gerrard St. East)

Visual/poster sessions
On display from 12:45 to 6 PM
#400 (Visual art exhibition): Weaving a Cross Cultural Tapestry
Kamini Kamdar, York Region District School Board
Room:

#450 (Poster): Digital storytelling a space for children self-identities in the illiterate families with dominant oral communications in the Sub-Saharan Africa
Dukuzumuremyi Salvador, University of Oulu; Gaspard Mucundanyi, New Mexico State University
Room:

1 PM- 2 PM
SHE 539
Meeting: Anti-bias research and practice collaborative
Chairs: Colette Murray & Mara Sapon Shevin

2:00 PM – 3:30 PM Breakout Sessions
556 capacity 55:
#240: (Re)creating opportunities for gender identity work: Using neoliberal policy agendas for good.
Kylie Smith, University of Melbourne

#253: Women’s ways of teaching? Early childhood teacher education at the intersection of empathy and feminism
Leah Schoenberg Muccio, University of Hawai‘i; Lea Ann Christenson, Towson University; Kevin McGowan, Sam Houston State University

#129: Doing gender at kindergarten: the colonizing forces of local communities of practice on children’s gender performativity at kindergarten
Alexandra Gunn, University of Otago College of Education

558 capacity 55:
#227: Realizing the Reality of Black Students of a Public Institution
Samantha Shumsky, Seneca College

#220: Black Representation in Nature in Children’s Literature
Maureen Williette Nicol, University of Texas, Austin

#109: Reflections of the both/and: (re)Contextualizing space and time of family literacies
Beth Coleman, Durham NC
#139: The Duel[ing] Identities of Danish Family Child Care Providers: Unskilled and Professional
Kate MacCrimmon, University of Wisconsin-Madison; Heba Abduljalil, Denmark

#202: A school for everyone? Challenges to belonging in Iceland
Leigh M. O’Brien, State University of New York at Geneseo

#226: Walking in complex worlds: The power of translation in one collaborative education policy effort.
Thelma Nayquonabe, Ojibwe, Lac Courte Oreilles Ojibwe Community College; Lucinda Heimer, University of Wisconsin-Whitewater; Dianne Sullivan, Ojibwe – Lac Courte Oreilles, Graduate School Master’s student

#234: Bouncing Back; Exploring the Role of Resilience in Children’s Educational Achievement
O. Ruxandra Apostolescu, Penn State University

#237: Childcare work between the existing and the potential: Exploring democratic perspectives on professional practice and development
Signe Hvid Thingstrup, University College UCC, Denmark

#209: Children’s well-being – a joint effort?
Anja Marschall, University College UCC Denmark

#377 (panel): Reconfiguring the Social World in Early Childhood Literacy: Materiality, Movement, and Modality as Mediation
Jon M. Wargo, Boston College; Kristen White, Ph.D. Candidate, Michigan State University; Colleen Whittingham, University of North Carolina Charlotte

#264: Belonging: pedagogical documentation as critical engagement between educators and families
Stephanie Sagmoen Siqueira, School District 36, Sur

#261: Reconstructing Reflective Pedagogy for Working with Families: Listening to the Needs of Preservice Teachers
Mari Riojas-Cortez, The University of Texas at San Antonio (UTSA); Tivy Whitlock, The University of Texas at San Antonio (UTSA); Raquel Cataldo, The University of Texas at San Antonio (UTSA)

#256: Debunking Stereotypes: Working together with EC-teacher candidates at the frontera
Vejoya Viren, University of Texas; Miryam Espinosa-Dulanto, University of Texas

Dory Lightfoot, IISSE, Madison, WI
#225: (60 min.) Historical and Contemporary Perspectives on Democratic and Social Justice Education in Early Childhood
Shirley A. Kessler, National-Louis University (Emeritus); Marianne (Mimi) Bloch, University of Wisconsin-Madison

654 capacity 55:
#223: “I drew happy sparkles around me, because I arrive back in Sydney”: ‘Nation’ as part of children’s place making processes
Zsuzsa Millei, University of Tampere, Finland

#221: From Displacement to integration: The settler and indigenous perspectives on Canadian immigration policy
Theo Nazary, Ryerson University

#119: Bi-Cultural Identity Construction in Immigrant Children and Implications for Early Childhood Practice
Elaine Cagulada, Ryerson University

Nutrition Break (SHE Building 99 Gerrard St. East) 3:30-4:00

4:00 PM – 5:30 PM Breakout Sessions

556 capacity 55:
#235: Communities of Care: responsive early years settings in a time of change
Sheila Garrity, National University of Ireland

#239: Leading for social change?: Exploring the role of early childhood leaders in Singapore’s pragmatic landscape.
Sirene May-Yin LIM, Singapore University of Social Sciences

#262: Paradoxes of freedom: Exploring the borders of democracy in the practices of early years educators in Portugal
Diana Sousa, University of Winchester

558 capacity 55:
#310: (Panel) Now I see you, now I don’t! Color-blindness, articulations of race, citizenship and belonging amongst educators and children in ECE environments
Rachel Berman, Ryerson University; Beverly-Jean Daniel, Ryerson University; Alana Butler, Queen’s University; Kerry-Ann Escayg, University of Nebraska

547 capacity 45:
Shana Cinquemani, Michigan State University; Heather Kaplan, University of Texas; Kristine Sunday, Old Dominion University; Rebecca John, Old Dominion University

548 capacity 45:
#249: Exploring and Pushing on Borders in a Texas public Pre-K [Explorando y Empujando Fronteras en una escuela in Tejas]: What we have learned about curricula and activism from RECE and implemented in the landscape of
reluctance that is Texas public schooling.
Tim Kinard, Texas State University; Jesse Gainer, Texas State University

#145: Critical Rural Pedagogy: Whiteness, Risk, & the Promise of Young Appalachian Citizens
Peggy Larrick, Miami University

#146: Discourses of children’s rights in education practice and policy: Constructions and representations of the child through protection, capacity, age and emotionality
Laura Goodfellow, Manchester Institute of Education

539 capacity 20:
#271: Immigrant Parents’ Agency and Compliance in Home-School Relations
Rebecca S. New, UNC-Chapel Hill

#272: Family Language Policy in immigrant families: A exploratory case study of Chinese immigrant parenting and children’s heritage language maintenance
Hao Wu, UNC-Chapel Hill

#205: “You Have to Sign Here:” A Hermeneutic Reading of a Four-Year-Old’s IRB Play
Francesca Pase, University of Georgia

ILC 102 capacity 40

#131: Whose doll culture are we playing with in our preschools? Preservice teachers talk popular culture and social class
Allison Henward, Penn State University

#259: Comparing “learning through play” in Mainland China, Hong Kong and Singapore by using “Asia as method”
Luting Zhou, The University of Manchester

#230: Track Star + thing power: Becom[ing] in the literacy workshop
Kortney Sherbine, Framingham State University

664 capacity 55:

#367 (panel): Towards a caring democracy? Exploring the role of the childcare community in resisting neoliberalism and embracing our work as political practice
Brooke Richardson, Ryerson University; Jane Hewes, Thompson Rivers University; Pam Whitty, University of New Brunswick

654 capacity 55:

#136: More than a murmur – an imagined future childhood
John McGarrigle, Summerhill, Institute of Technology, Ireland

#110: Creating Alternative Communities in a Time of Crisis
Susan Bernheimer, Santa Monica, CA
Dinner on your own

**Conference Thursday October 26**

9:00 AM – 10:30 AM Plenary
Toronto Central Grosvenor Street YMCA Centre
20 Grosvenor Street
Auditorium
#368 (panel): *Indigenous knowledges, globalization, early childhood education, tensions and tangents: perspective from local practices on four continents.*
Carol Rowan, Concordia University; Ailie Cleghorn, Concordia University; Luz Marina Hoyos Vivas, Concordia University; Laila Aleksandersen Nutti, Sami Allaskuvla, Guovdeghaidnu

Nutrition Break (SHE Building 99 Gerrard St. East) 10:30-11:15

11:15 AM – 12:45AM Breakout Sessions
556 capacity 55:
#354 (Panel of 3 papers): *Critical (Childhood) Studies: Diverse forms of Activism as Avenues for Just Transformations in Difficult Times*
Jenny Ritchie, Victoria University of Wellington; Ruth Beaglehole, Founder, Echo Parenting & Education; Gaile S. Cannella, Independent Scholar

558 capacity 55:
#374(Panel of 3 papers): *SF inquiry: Repositioning childhood studies in new patterns of relationality*
Laura Trafí-Prats, Manchester Metropolitan University; Jaye Johnson Thiel, University of Georgia; Kimberly Powell, Pennsylvania State University

547 capacity 45 :
#127: *A school as a transformative community: Lessons from an alternative Polish educational institution*
Katarzyna Gawlicz, University of Lower Silesia

#260: *Producing and maintaining data-doppelgangers: rethinking early years’ assessment in England.*
Mandy Pierlejewski, University of Manchester

#153: *Bringing Postmodern Teacher Professional Development to a Modernist Context: Can That Bridge be Crossed?*
Shelina Walli, The Aga Khan University and University of Arizona
548 capacity 45:
#270: *Appropriate readiness and parenting culture*
Tomas Ellegaard, Roskilde University

#364 (60 min/ workshop): *Comparing ‘being, and ‘becoming’. Negotiating readiness in Early Childhood Education and Care in Zealand (Denmark) and New Zealand.*
Niels Kryger, Aarhus University; Allan Westerling, Roskilde University

POD 367 capacity 45
# 147: *Counternarratives from the Margins: School Stories in Children’s Voices*
Sheri Leafgren, Miami University; Francis Broadway, University of Akron

#222: “*What’s my level? What does it matter?*: Unpacking neoliberal truths about leveling young readers and texts
Sue Novinger Robb, State University of New York; Kathleen Olmstead, State University of New York

#247: *Cafecitos: Parental literacy encounters aiming to unmask the world of advanced learning opportunities in public schools.*
Alzira dos Santos Duncan, University of Arizona

Boardroom 20:
#215: *Refugee student teachers’ conceptions of hospitality in field placement sites*
Christine Massing, University of Regina

#128: “*Why I Kept Going*: Coping Mechanisms of Early Childhood Preservice Teachers of Color at a Predominately White Institution
Crystal Glover, Winthrop University; Tenisha L. Powell, Winthrop University

#152: *International field experiences: One Minority World student-intern’s ability to accept and adapt to cultural differences in a Majority World classroom.*
Samara Madrid Akpovo, University of Wyoming

664 capacity 55:
#125: *The trajectories and disjuncture of the “Superkids” in Indonesian early childhood education policy*
Ali Formen, Semarang State University

#123: *The invisible woman: researching the (in)visibility of Black women in early childhood education literature and curriculum*
Flora Harmon, Texas A&M University; Radhika Viruru, Texas A&M University

#157: *Creating “Safe Enough” Spaces to Unpack Issues of Migration, Indigeneity, and Citizenship Through Reflective Practice*
Beth Powers, Millersville University; Deborah Tamakloe, Millersville University

654 capacity 55:
#111 (Workshop): *Visualizing Identity in Neo-Liberal Times*
Marni Binder, Ryerson University; Vanessa Barnett, Ryerson University
Lunch on your own

12:45 AM – 1:45 PM
Inclusion at RECE:
Please join us for a discussion of how to make RECE an inclusive and welcoming environment for all. We will discuss existing proposals and solicit new ideas for addressing all aspects of diversity in our community and how we can be accommodating and thoughtful.
Chair: Mara Sapon Shevin
Room:

2:00 PM – 3:30 PM Breakout Sessions
556 capacity 55:
#363: (panel) Displaced Childhood: Studies of Trauma, Innocence, and Ancestral Ghosts
Lisa Farley, York University; Sandra Chang-Kredl, Concordia University; Julie C. Garlen, Georgia Southern University

558 capacity 55 :
#307: Building Bridges Between Home and School: Positioning children at the center of their preschool experience
Monica Miller Marsh, Kent State University; Emily McHenry, Kent State University; Mustary Mariyam, Kent State University

547 capacity 45 :
#309: Facetiming Common Worlds
Catherine Hamm, Victoria University; Nicole Land, PhD Candidate, University of Victoria; Mim Brown, Clare Court Children’s Service, Australia; Sherri-Lynn Yazbeck, University of Victoria Child Care Services; Kim Ainsworth, University of Victoria Child Care Services

548 capacity 45 :
#265: It Takes a ‘Competent System’ to Really Belong. A systemic analysis of the ECEC-system in Germany
Katrin Macha, International Academy Berlin

#114: A political and psychoanalytic reading of resistance in children’s play
Alex Collopy, Pennsylvania State University

#115: Leadership in Early Childhood Education and Care: How it is and how it could be
Geraldine Nolan, Trinity College Ireland

539 capacity 20:
#231: Quickening Early Childhood Research Agency: Detangling Knotty Questions to Re-Locate (“find a home in the world”)
Will Parnell, Portland State University; Ingrid Anderson, Portland State University; Soobin David Oh, Portland State University; Angela Molloy Murphy, Portland State University
#116: Questioning notions of governance, citizenship, and learning through kindergarteners’ acts of discipline and regulation
Christopher P. Brown, Ph.D., The University of Texas at Austin; Joanna Englehardt, The University of Texas at Austin; Da Hei Ku, The University of Texas at Austin; David Barry, The University of Texas at Austin

#251: Emergent pedagogy of sustainability
Mia Husted, University College Copenhagen; Thorleif Frøkjær, University College Copenhagen

Boardroom 20

#135: “...”: (Re)imaging agency through the embodied knowledge of a toddler
Jenny Lampe, Kent State University Child Development Center

#130: To Transform or To Reproduce: Critical Examination of Teacher Inquiry within Early Childhood Teacher Preparation
Sophia Han, University of South Florida; Jolyn Blank, University of South Florida; Ilene Berson, University of South Florida

#243: Pedagogical Gatherings in Early Childhood Teacher Education
Fikile Nxumalo, University of Texas at Austin; Cristina D. Vintimilla, Capilano University; Narda Nelson, University of Victoria

664 capacity 55

#358 (panel): Critique and sense-making in spite of early academics and standardized concepts for pedagogical work
Karen Prins, Roskilde University; Unni Lind, Roskilde University; Christian Aabo, Roskilde University

654 capacity 55

#352 (panel): Considering the Urgencies of “all that moves” with the young child and teachers
Janice Kroeger, Associate Professor Kent State University; Lolagul Raimbekova, Doctoral Candidate, Kent State University; Solomon Amuzu, Founding Director and Project Leader, Call to Nature Permaculture (CNP); Adonia Porto, Ph.D. Lead Preschool Teacher, Child Development Center, Kent State University; Reverend Christine Widrig, M.Ed, Head Preschool Teacher, Head Start

Nutrition Break (SHE Building 99 Gerrard St. East) 3:30-4:00

4:00 PM – 5:30 PM Breakout Sessions

556 capacity 55

#355 (panel): Beyond Words
Gail Boldt, Penn State University; Joseph Michael Valente, Penn State University; Joseph Tobin, University of Georgia

558 capacity 55

#351 (interactive discussion): Recomposing Activism in the 21st Century: The Early Childhood Pedagogies Collaboratory
Rachel Heydon, Western University; B. Denise Hodgins, University of Victoria; Kathleen Kummen, Capilano University
#212: Being, belonging, and the space in-between: Toddlers’ diverse ways of finding “home” and becoming a community in child care
Susan L. Recchia, Columbia University; Seung Eun McDevitt, Columbia University; Aura Perez, Columbia University

#200: Stares and stairs: Young children finding/founding spaces
Casey Y. Myers, Kent State University; Rochelle Hostler, Kent State University

#113: Rituals of the everyday: minor gestures, attunement and animality
Christina MacRae, Manchester Metropolitan University

#210: Equality in ECEC policy discourses in Finland
Maiju Paananen, University of Tampere

#216: Mathematics for Social Justice with Young Children: Stories of Success
Jennifer Ward, University of South Florida

#207: Korean Children’s understanding of social class through Disney films
Pool Ip Dong, The Pennsylvania State University

#102: Risky play in childcare: Finding space for the runners, jumpers, and climbers in a two’s classroom
Amanda Reeves Fellner, Teachers College, Columbia University

#263: Embodied Strategies in a 2nd Grade Robotics Class
Eunji Cho, University of Georgia

#112: Children’s waiting in School Age Care: Troubling neoliberal desires for productive use of children’s leisure spaces
Bruce Hurst, University of Melbourne

#211: Moving through Displacement and Finding a Theoretical Home in Early Childhood Education
Richard Johnson, University of Hawaii

#140: Play Stories: Identity shaping practice
Katelyn Clark, Rutgers University

#381: Hand in Hand: Developmental Support Planning for Mainstream and Indigenous Families
Chaya Kulkarni, Director, Infant Mental Health Promotion, The Hospital for Sick Children

#353: (panel): ‘Now Let Us Shift’: Infusing Women of Color Epistemologies in Early Childhood Studies
Michelle Salazar Pérez, New Mexico State University; Cinthya M. Saavedra, The University of Texas; Amanda Armstrong, New Mexico State University; Berta M. Carela, New Mexico State University; Kia S. Rideaux, University
of North Texas; Kiyomi Sánchez-Suzuki Colegrove, Texas State University; Margarita Ruiz Guerrero, New Mexico State University

654 capacity 55

#138: Against Becoming a Drifter: A Preschooler’s Resistance to the Transition to a Special Education Classroom
Kyunghwa Lee, University of Georgia; Jaehee Kwon, Lander University; Jooeun Oh, Incheon National University

#132: Indigeneity is Not a Disability: Reconceptualising Disability Discourses of Indigenous Children
Nicole Ineese-Nash, Ryerson University

#242: Speech impairment as culturally constructed disability?: Early childhood in Japan and the United States
Stephanie Yagata, University of Georgia

6:30 PM – 9:30 PM Dinner and Awards
Courtyard by Marriott Toronto Downtown
475 Yonge Street

Conference Friday October 27

9:00 AM – 10:30 AM Plenary
POD 250 Commons Ryerson University 350 Victoria Street

#105: “The life needs to go on”: Experiences of pregnancy, childbirth, and early childhood among Syrian refugee families living in Lebanon
Bree Akesson, Wilfrid Laurier University

#142: Developing a conceptual model of multicultural early childhood development in partnership with communities
Anna Kirova, University of Alberta; Rebecca Georgis, University of Alberta; Rebecca Gokiert, University of Alberta; Larissa Brosinsky, University of Alberta; Teresa Mejia, University of Alberta

#224: Toward a Refugee Critical Race Theory in Education
Ekaterina Strekalova-Hughes, University of Missouri; Kindel Turner Nash, University of Missouri; Ersoy Erdemir, Bogazici University, Istanbul

Nutrition Break (POD 250) 10:30 to 11:00

11:00 AM – 12:30 AM Breakout Sessions

556 capacity 55

#361 (panel): Unpacking terms and destabilizing the language of early childhood: Crossing borders between Germany and the US
Stefan Faas, University of Education, Schwäbisch Gmünd; Elena Nitecki, Mercy College; Helge Wasmuth, Mercy College

558 capacity 55:

#203: Seeking a home in the text: homewords homelands homework
Patricia Palulis, University of Ottawa
#244: Transgender Counternarratives, Children’s Picture Books, and the Hegemony of Transition
Ashley L. Sullivan, Penn State Erie the Behrend College; Laurie L. Urraro, Penn State Erie the Behrend College

#121: Becoming Cookie Monster: Investigating Young Children’s Consumption of a Popular Culture Phenomenon
Emmanuelle N. Fincham, Columbia University

547 capacity 45
MinSoo Kim-Bossard, The College of New Jersey; Jennifer Choi, The College of New Jersey; Alejandra Meneses, The College of New Jersey

#238: Landing as an Immigrant: Toronto Story
Jonathan Silin, University of Toronto Fellow

#133: Misunderstanding and conflict in relationships with families during the transition to school
Joanne Lehrer, Université du Québec en Outaouais

548 capacity 45
#304 (workshop): Belonging in Times of Fear and Vulnerability: Conversations with Migrating Families in Global Contexts
Larissa Callaway-Cole, California State University Channel Islands; Jovana Ortiz, California State University Channel Islands; Elizabeth Quintero, California State University Channel Islands

539 capacity 20
#370 (panel): Plying the Frame, Playing with Photography: Young Children’s Images as a Play on Identity
Cassie Brownell, Michigan State University; Haeny Yoon, Columbia University; Tran Templeton, Columbia University

Boardroom 20
#303: (panel): Creating transformative and sustainable changes within early childhood pedagogy in Ontario
Karyn Callaghan, President, Ontario Reggio Association; Randa Khattar, Canadian Association for Young Children; Rachel Langford, Ryerson University; Monica Lysack, Sheridan College

664 capacity 55
#360 (workshop): Engaging with children, seeing meaning through their worlds
Angéles Maldonado, Arizona State University; Beth Blue Swadener, Arizona State University; Natasha Blanchet Cohen, Concordia University; Lacey Peters, Hunter College, CUNY

Closing (POD 250) 12:45-1:00
Lunch (POD 250) 1:00-1:45

Business meeting (POD 250) 1:45 to 4:40
Agenda to be announced.
(Following items have been suggested: Report from host committee; Report from the 2018 host committee (dates and themes); 2018 program committee; Call for hosts for 2019 RECE conference; Treasurer’s report; Building RECE infrastructure and financial stability; Working groups/committees feedback (Access / inclusion committee, Awards (travel, career, dissertation); New committees/working groups?)