Programme

CONFERENCE PROGRAMME

TUESDAY, OCTOBER 25, 2011

- 14:00
  ◦ Registration opens
- 17:00
  ◦ Welcome Reception – Cass School of Education and Communities Foyer
  ◦ Welcome reception followed by drinks, finger food and the Caribbean Steel Band

Nostalgia

WEDNESDAY, OCTOBER 26, 2011

- 8:30 – 9:00
  ◦ Registration
- 9:00 – 9:30
  ◦ Conference opening – Lecture Theatre
- Room CC.01
  ◦ Professor John Joughin,
    Deputy Vice-Chancellor– The University of East London
  ◦ Helen Masterton,
    Associate Dean– The Cass School of Education and Communities
- 9:30 – 10:55
  ◦ Opening plenary
  ◦ Provoking Knowledge(s), Love and Solidarity
    Mathias Urban – Discussant
  ◦ The Life(less) loveliness of a baby doll.
    Christina MacRae
  ◦ Imprisoned mothers and politics of care.
    Liz Jones & Rachel Holm
  ◦ Professional identities in the nursery: Revisiting the costs and benefits of emotional labour.
    Jayne Osgood
  ◦ Disconcertion in/as research.
    Maggie MacLure
- 10:55 – 11:15
  ◦ Coffee Break
- 11:15 – 12:45
  ◦ Parallel session I
- Room ED 2.01
  ◦ The Material Turn: Movements of Love in a Preschool Context
  ◦ The Room of possibilities.
    Mette Røe Nyhus
  ◦ When matter comes to matter; recycled materials as a pedagogic idea
    Nina Odegard
  ◦ Making movements in love visible.
    Nina Rossholt
- Room ED 2.0
Critical Struggles with Deleuzian Constructs and U.S. Early Childhood Policy
Kenya Wolff & Gaile S. Cannella

Postcolonial and feminist critiques of Deleuzian perspectives.
Michelle Salazar & Cinthya Saavedra

Critical early childhood assemblages: Health, social services, and education.
Gaile S. Cannella & Kenya Wolff

Deleuzian “assemblages” as one theoretical tool to pull apart the surveillance and regulation of early care and education in the USA.
Marianne Bloch & Bethany Willinsky

Room ED 2.03

Teachers’ Performance, Identity, and Knowledge in Early Childhood Education
Emmanuelle N. Fincham & Amanda Reeves

Ethics and professional identity constructions of early childhood teachers that both accept and resist institutional normalities.
Louise Thomas

An exploration of the regressive currere of a queer Black man desiring whiteness, desiring/being a part of the Talented Tenth as interrogated by young children.
Francis Broadway & Sheri Leafgreen

Room ED 2.04

ROUNDTABLE SESSION – Fish in a Bowl: Are Young Learners Stuck in Early Childhood Discourse?
Time as a critical issue and philosophical concept – Some implications for quality discourses in early childhood pedagogies.
Ingunn Landro Sandset

Infant teachers’ roles in play: empowering infants as agent in their own learning.
Jeesun Jung

Childcare centres and schools as spaces for democratic practice – think big, act small!
Anke van Keulen, Ana del Barrio Saiz, & Kylie Smith

The magic of materials: Using projects to activate learning and stimulate creativity.
Jenifer Millan

State of play: birth and beyond.
Deborah Pike

Room ED 4.02

ROUNDTABLE SESSION – Looking at Neoliberalism from a Global perspective.
I-Fang Lee & Chao-Ling Tseng

Neoliberal language for social justice? A discursive exploration of policy documents.
Ruth Peach

Dory Lightfoot

And you gotta believe me.
Janice Kroeger

Emerging as emergent: Navigating the tensions between traditional curricula and child-centered practice.
Dana Frantz Bentley

Room UH 311

Inclusiveness as an identity: Multi-dimensional discussion in early childhood education
Aesthetic explorations of bi-cultural identity in preschool life.
Christine Massing, Pattie Pente & Anna Kirova

Victims, victors or players? Conceptualisations of young children in the cyber age.
Grace Oakley

What we are and who we are: Some ideas for further research.
Kerstin Holmlund

Room ED 4.03
Policy and Curriculum: Implications of Reform
The militarization of US public schools: A neoliberal challenge to democracy and public life.
Kenya Wolff
Reforming the curriculum and governance of initial primary teacher education in the Republic of Ireland.
Philemona Donnelly
A feminist critique of father involvement policies.
Beatrice S. Fennimore

12:45 – 14:00
Lunch- Buzz Café / Café on the Green

13:00-13:30
Art Exhibition – Atrium of the Cass School of Education and Communities.
Places, poems, and play: Immigrant preschool perspectives.
Patti Pente

14:00 – 15:30
Parallel Session II
Room ED 2.01
Dynamic Methods to Capturing “Realities” in Early Childhood Communities
Visual ethnography’s potential for re-thinking quality in ECE.
Ailie Cleghorn
Exploring funds of knowledge of diverse children, families, and communities through photography, narrative, and collaborative artistic methodologies. Elizabeth Powers-Costello, Julia López-Robertson & Frances Kneese
Communities of inquiry: A paradigm shift from individual to multiple perspectives within collective research.
Barbara Allan & Sue Smorti

Room ED 2.02
Examining Complicities: Evoking Solidarities
Learning to be with...
Sherry Rose
Learning to act – onstage and off.
Pam Whitty
Ann Sherman

Room ED 2.03
ROUND TABLE SESSION – Galaxy, Orbit, & Energy:
Universal Discussions in Early Childhood Education
Faith communities supporting children’s bilingual learning in London.
Amoafi Kwapong & Charmian Kenner
Teaching and Learning Pedagogies; Supporting Students to Reconceptualise Early Childhood.
Lynn Ang, Paulet Brown, Jane Cox, Richard Harty, Karen Horsley, Rukasana Mohammed, Abiola Ogunsola & Carolyn Silberfeld
Critical exploration of the Colombian Early Childhood Education Policy from an educator’s perspective on teaching of social justice.
Clara Ines Rubiano

Room ED 2.04
The Politics of Care: Implications on Early Childhood Professional Ethics
The ethic of caring and the cultivation of a democratic learning environment.
Susan Bernheimer & Joseph Timothy Sundeen
Love and care in the profession: Searching for inspiration in translational research and scholarship.
Carmen Dalí
When routines are not routinized: Reconceptualizing caring pedagogy in infant classrooms.
Minsun Shin

Room ED 4.02
After All, it is ‘Normal, it is ‘Fair’: Troubling Assumptions on Knowledge, Gender, Religion, Colour and Childhoods
After all, it is ‘normal’, it is ‘fair’: troubling assumptions on knowledge and childhood.
Meryne Cruz
After all, it is ‘normal’, it is ‘fair’: troubling assumptions on religion and childhoods.
Prasanna Srinivasan
After all, it is ‘normal’, it is ‘fair’: troubling assumptions on colour and childhoods.
Anne Farrelly & Kylie Smith

Room ED 4.03
○ Love and Care: Reforming Early Childhood Education
○ Radical beginnings – time and time again?
  Mathias Urban
○ Reclaiming Care and Love in Early Childhood Education and Care.
  Paulette Luff & Christine Such
○ Rethinking ‘Caring Relations’ in Early Childhood Education and Care, Na Ra Yun
• 15:30 – 16:00
  ○ Coffee break
• 16:00 – 17:30
  ○ Parallel session III
• Room ED 2.01
  ○ Discomforting Ethics: Solidarity and Doubt in Research with Young Children and Their Educators
  Ann-Sofi Larsen
  ○ Hesitation and moments of uncertainty: conductive to ethical actions.
  Tonje Kolle
  ○ Transgressive practices through sharing knowledge.
  ○ Constructions of “love” and “charity” in Norwegian early childhood national policy documents: Entangling ambivalence as a step-stone to re-discover complexities of children’s life in pedagogical settings.
  Bente Ulla
  ○ Re-thinking the idea/ideal of pedagogical control: towards an ethics of discomfort.
  Nina Sandvik
  ○ Doubt and hesitation as driving forces in the pedagogical work with children aged one to three.
  Nina Johanesen
• Room ED 2.03
  ○ Reconceptualizing Piecing/Peacing Together Teacher Education
  ○ Community-based teacher education: Learning to care by learning to teach.
  Sharon Ryan
  Richard Johnson
  ○ Critical multicultural perspectives on assessments in work-based pre-school teacher education.
  Cathrine Storvik
  ○ Becoming ethical: Preschool as an ethical space?
  Bodil Halvors-Franzén
• Room ED 2.04
  ○ Let’s talk gibberish: Restructuring Language
  ○ From there to here: The relationship between beginning reading instruction and colonization in the U.S. public schools.
  Karen Walker
  ○ Redefining language, culture and family to support Diana.
  Victoria I. Puig
  ○ Possibilities for multicultural social justice education: Engagement with multicultural literature in early childhood.
  Tara Lenc
• Room ED 4.02
  ○ Revolutionizing the “Untouchable” Policies in Early Childhood Education
  ○ Daring to care: Transforming the social architecture of early childhood programs in an era of accountability.
  Anne Douglass
  ○ Caring about theory: Between fidelity and hybridity.
  Mariana Souto-Manning & Celia Genishi
  ○ Don’t we care?: the ethics and emotional labour of early years professionalism.
  Geoff Taggart
• Room ED 4.03
  ○ Positioning and Creating Spaces for Transcendental Practices for Early Childhood
  ○ Place as an Assemblage: implications for pedagogy.
  Iris Duhn
  Marcela Montserrat Fonseca Bustos
  ○ ‘Flows of intensities of children mapping their play(ing): More of a rhizoanalysis of children and researcher in events of becoming-with-an assemblage of games’
  Marg Sellers
• Room ED 2.02
○ Politics of identity in the Schooling Lives of Young Children; 
Race, Immigration and Poverty
Jenny Ritchie – Discussant
○ Messy lives: Supporting young children in navigating the demands of challenging environments.
Travis Wright
○ Affection and discrimination: Preschool teachers' talk about young children of immigrants.
Jennifer Keys Adair
○ “Race” and identities in Norwegian early childhood education: Disrupting images of inclusion.
Camilla Eline Andersen
○ Talking about cultural identity with immigrant children.
Guilia Pastori

• 19:00
○ Conference Dinner
Restaurant
“Caribbean Scene”

THURSDAY, OCTOBER 27, 2011

• Site visits:
○ Children’s Centres and Nurseries in East London
○ This is being arranged by Carolyn Silverfeld founding leader of the Early Childhood Studies programmes at UEL.
○ (See notices for times and place to meet)

• Cultural programme:
○ East End walking tour:-
□ a historical walk of London's East End lasting approximately 2 hours highlighting areas in which successive waves of immigrants have helped make London what it is today.
(See notices for times and place to meet)
○ London Black history tour:-
□ a walking tour with local Historian Dr Steve L. Martin lasting approximately 2 hours. This tour will start in Whitechapel and end in Brick Lane. It will focus on the African presence in London and the links between slavery, racism, trade, religion, and politics that are still evident in modern London.
(See notices for times and place to meet)
○ Women’s library:
□ recording and celebrating women’s lives.
The Women's Library was originally established in 1926 and is housed next to London Metropolitan University’s Calcutta House. The Women's Library is a cultural centre which exists to document and explore the past, present and future lives of women in Britain and contains an extensive compilation of women's history in the UK.
The Women’s Library facilities include a Reading Room, archives, museum collections, an exhibitions hall, as well as facilities for events. This internationally renowned resource centre aims to encourage debates on topics that concern women so as to benefit all women everywhere, as well as to inspire further education and knowledge.
○ Museum of Childhood:
□ is part of the Victoria and Albert Museum of London. The Museum opened in 1872, and is a beautiful, grade II* listed Victorian building with many of its original features, including the elegant and historic Marble Floor.
The Museum of Childhood holds a large and varied collection of childhood-related objects and artefacts, which includes: toys - including dolls, dolls' houses, puppets and teddy bears - games, childcare, clothing and furniture from the 1600s to the present day. The collection aims to encourage visitors to explore themes of childhood past and present whilst developing appreciation of the collections. The Museum has three main permanent galleries featuring: Moving Toys, Creativity and Childhood
[http://www.vam.ac.uk/](http://www.vam.ac.uk/)(See notices for times and place to meet)

Evening: Self-organised
Opportunity to taste the world’s best curries in Brick Lane

FRIDAY, OCTOBER 28, 2011

• 8:30 – 9:00
○ Registration
• 9:00 – 9:15
Room CC.01
○ Conference update – Lecture Theatre
9:15 – 10:45
○ Plenary session II
○ **Working with Haraway: Towards Collective Ethics and Politics of Care**
  Veronica Pacini-Ketchabaw – Discussant
○ **Grappling with contact zones of species and assemblages: dogs/humans, children/adults’**.
  Mindy Blaise
○ **Wordliness as another kind of activism in early childhood**.
  Miriam Giugni
○ **Haraway’s method: Earthy grappling and wordly visions**.
  Affrica Taylor

- 10:45 – 11:15
  ○ Coffee Break
- 11:15 – 12:45 Parallel session IV
- Room ED 2.01
  ○ **Combining Ethnography and Critical Theory in Research in Early Childhood Education**
  Deconstructing photo documentation of child development in a Korean preschool.
  Youn Jung Huh
  ○ **Deaf preschool pedagogy in three cultures**.
  Patrick Graham
  ○ **The Japanese preschool’s pedagogy of peripheral participation**.
  Joseph Tobin
  ○ **ADHD, schooling, and culture**.
  Kyunghwa Lee

- Room ED 2.02
  ○ **Who Cares about Integrating Children’s Participation in Early Childhood Education?**
  ○ Pre-school children’s agency in education for sustainable development: a transactional, situated perspective.
  Cecilia Caiman
  ○ **Re-centering a politics of care in children’s participation in early childhood curriculum: Preventing a children’s participatory rights from being hijacked by neoliberalism**.
  Cassandra Kotsanas
  ○ **The Spirituality of Play**
  Patrick Lewis

- Room ED 2.03
  ○ **Child Rights-Based Research and the Politics of Care: Cross-nationality Comparative Perspectives**
  Beth Blue Swadener – Discussant
  Laura Lundy & Bronagh Byrne
  ○ **Talking to Kindergartners: Learning about the transition to kindergarten from and with children.**
  Lacey Peters & Beth Blue Swadener
  ○ **Reframing the rights-based approach: Children writers.**
  Janette Habashi, Amanda Bishop & Kendall Craft
  ○ **Icelandic children’s early education transition experiences.**
  Johanna Einarsdottir

- Room ED 2.04
  ○ **Other(ed) Childhoods in the 21st Century: Building Anti-racist and Anti-colonial Praxis**
  Veronica Pacini-Ketchabaw – Discussant
  ○ **Stories engage the mind, warm the heart and open up to the possibility of resisting institutionalized normality.**
  Mary Caroline Rowan
  ○ **Thinking through race and racialization as encounters in early childhood education: experimenting with nomadic anti-racist pedagogies.**
  Fikile Nxumalo
  ○ **More equal than others: Exploring the racialization, criminalization and detention of migrant children.**
  Laura di Tomasso

- Room ED 4.02
• **ROUNDTABLE SESSION: Making it work: practicing policies in diverse early childhood contexts**
  Will the ‘good’ [working] mother please stand up?: The complex childcare challenges faced by a mother returning to work..
  Jods Page

• **Popular culture, policies and research: Issues impacting indigenous communities in a global context.**
  Maggie Bartlett, John Ng’asikwe & Dawn holiday

• **The politics of free education and the implementation of early childhood education policy in Nigeria.**
  Gladys Ashima Idogo

• **Diversity or diverse ways in the preschool practice?**
  Agneta Wallander

  • **Room ED 4.03**
    • **Entangling Communities of Early Childhood Practices: Cases to Reckon With**
    • A politic of strong and capable community: loving tulips across three years.
      Will Parnell
    • Becoming young members of the community: A Tanzanian case study in young children’s learning experiences.
      Angi Stone-MacDonald
    • Theorizing ‘community’ for pedagogical use in early childhood education and care.
      Zsuzsa Millei & Jennifer Sumision

  • **12:45 – 14:00**
    • Lunch
    • Buzz Café / Café on the Green

• **13:30 – 14:00**
  • Film Screening
    Room ED 2.04
  • **Worldviews, Theories, and Philosophies in Early Childhood Services**
    Miriam Giugni
  • Room ED 2.02
  • Lunch Time Talk back-
    Thinking aloud about play
    Deborah Pike & Cynthia A’Beckett

• **14:00 – 15:30 Parallel Session V**

  • **Room ED 2.01**
    • **ROUNDTABLE SESSION – Earth, Air, Fire and Water:**
    • Culture and Care in the Unknown of Early Childhood Education
      Love and creaturlessness in the preschool.
      Jane Bone
    • Migrating Families: Parents sharing knowledge, history, and love - are they heard?
      Elizabeth P. Quintero
    • Reconstructing the concepts of globalization in Korean education for youn ghildren: Korean parental struggles with children’s English learning.
      Lena Lee

  • **Room ED 2.02**
    • Experimenting with Posthumanism and Spaces of Professional Struggling(s)
      Miriam Giugni – Discussant
    • When toys come to matter.
      Marius Heiman
    • Struggling and experimenting with personal-professional spaces of learning.
      Ragnhild Olsen
    • Struggles of professional spaces in a barnehagefactory, inhabiting 300 bodies under three years of age.
      Ann Merete Otterstad & Brit Nordbrond

  • **Room ED 2.03**
    • Digging Out of the Governing Discourses of Early Childhood Education
    • The social organization of child care accreditation: Experience and effects.
      Patricia Lirette
    • A document analysis of NAEYC’s developmentally appropriate practice position statement: What does it tell us about supporting children with disabilities?
      Katy Gregg
    • Politics of care in children’s literature.
      Marek Tesar

• **Room ED 2.04**
Ignore or Welcome Parents’ Voice!
The construction of partnerships with parents in child care social work.
Sabine Van Houte

What’s more about parents’ choice of early childhood education services? The market experience in Hong Kong.
Gail Yuen, Ben Choi & Michelle Lam

Reconceptualizing parent support in the early years: Practices of welcoming and participation as praxis of resistance.
Michel Vandenbroeck & Naomi Geens

Room ED 4.02
Dethroning the Single Voice: Pedagogical Narrations in Early Years Research and Practice
Denise Hodgins

Collaboration and Transformation in the Post-Secondary Classroom.
Kathleen Kummen

Challenging and Transforming Institutionalized Normality in ECE Practices.
Deborah Thompson

Room ED 4.03
Considering the Unconsiderable: Emotions, Affect and Spirituality
Maybritt Jensen

Where has all the wonder gone? Supporting a child’s sense of wonder and enchantment in the pretend area.
Elizabeth Carlson

‘Shiny and Matte’: The importance of sensory engagement in the learning of young children.
Michael Jarvis

15:30 – 16:00
Coffee Break

16:00 – 17:30
Parallel Session VI

Room ED 2.01
Reconnections Through Veiledning (Counselling/Mentoring)
Caring for/amongst carers in early childhood education and care.
Kari Eide

For how long do I have to be a newcomer? – Knowledge constructions around being/becoming ‘new’ as a bi/multilingual career.
Anna Moynes

Educators in early childhood education – “gatekeeper” for children’s sexual knowledge?
Anne Torrill Kimerud

Room 2.02
Inhuman Loves
Loving lego.
Gail Boldt

Becoming beliebers.
Kortney Sherbine

Cyborg children.
Joe Valente

L’Anti-Oeide – or emergency exit.
Derek Bunyard

Room ED 2.03
Let Us Not Forget: Homes as Foundations for Early Childhood Reconceptualizations
Families and educators learning together: Exploring the challenges and tensions of an alternative early years program.
Jane Hargreaves

Theory as constraint: Deconstructing theoretical constructs to inform inclusive early childhood pedagogy.
Susan L. Recchia & Yoon-Joo Lee

Reconceptualising active adult participation in ECE: Enhancing child learning and community wellness.
Judith Duncan & Sarah Te One

Sharing knowledges, love and solidarity with children dwelling in the absence of home.
Darcey M Dachyshyn

Room ED 2.04
Is It Possible to Entangle Transnational Perspectives on Early Childhood Schooling?
Sadaf Shallwani
Social, cultural, and political influence in preparing young children for schools in China: Contradictions and balance.
Yaoying Xu & Mary Ellen Huennekens
Foreigners within and amongst us: cultural otherness in early childhood teaching teams.
Sonja Arndt
"A critique of developing and enhancing early childhood inclusive education policies and practices in Turkey"
Aysegul Ciyer

Room ED 4.02
In the Name of the Cause: Challenging the Notion of Reform in Early Childhood Education
Getting an education: How travellers' knowledge and experience shape their engagement with the system.
Colette Murray
Early childhood education as a socializing agent in the United States: A postcolonial critique.
Rania Camille Salman
School reform and the making of early childhood education.
Sabiha Bilgi

Room ED 4.03
Weaving the interdependency Thread of Art, Curriculum, and imagination in Early Childhood Education
“I think those G.I. Joes are kissing': Wide-awake, critical connoisseurship in early childhood educational settings.
Timothy A. Kinard
Monocultural or multicultural: Labeling children within neoliberal educational policy discourses.
MinSoo Kim

Saturdays, October 29, 2011

8:30 – 9:00
Registration

9:00 – 9:30
Conference Update

Room CC.01
Lecture Theatre

9:30 – 11:00
Parallel Session VI

Room ED 2.01
Gambling with Early Childhood Education Policies
Rolling back the gains: Reconsidering an analysis of early childhood policy shifts in New Zealand.
Helen May
Intentional teaching and The Early Years Learning Framework for Australia: The personal and the political.
Sue Grieshaber
Rethinking activism and solidarity: The Canadian child care movement in an era of neoliberalism.
Rachel Langford

Room ED 2.02
Spotlight on the Margins: Pushing Agendas of "Otherness"
Hmm...hmmm...Excuse me?: A case study of interruptive caring in a bilingual classroom.
Charise Pimentel
Dominant narratives on the education of students with disabilities: Examining unchallenged assumptions in special education.
Priya Lalvani
Rethinking Inclusive Practices in Early Childhood: A Decade of Discoveries through RECE.
Denise Proud & Cynthia à Beckett
Longing for future: ethic, politics and professionalism in early childhood education.
Arianna Lazzarini and Manuela Loforte

Room ED 2.03
Young Children’s Textual Play in Politicized Spaces: Tensions and Possibilities
Gerald Campano – Discussant
(Un)sanctioned policies: Leading, learning, and resisting mandates.
Tamara Spencer
Playing with academic conventions and social roles in a first grade “writing time”.
Maria Paula Ghiso
“We are going to play with writing with our notebooks”: Young children challenging a play-based Head Start curriculum.
Ysaaca Axelrod

• Room ED 2.04
  Beyond Self-reality: Centering Analyses on “Being” in Early Childhood
  Phantasies of natality: a psychoanalytic exploration of love, remembering and the death of childhood in Jamaica Kincaid’s Annie John.
  Rachel Brophy
  A pedagogy of discomfort: One early childhood educator’s struggle and ambivalence as a teacher and learner.
  Samara Madrid & Eleanor Frye
  Confronting our emotion: Helping young children manage feelings by understanding our own.
  Tamar Jacobson

• Room ED 4.02
  Constructing Equitable Classrooms: From Best Practice to Caring Practice, Where Do We Begin?
  Kindel Turner Nash – Discussant
  Warm demanders: Caring Latino families and their support for language and literacy learning.
  Dinah Volk
  Developmentally appropriate practice for whom? Paradigms and research for educating Latina Immigrant children in the US.
  Mariana Souto-Manning
  They just don’t care: Countering deficit views of caring by redefining the home visit.
  Susi Long
  First, do no harm? Creating and sustaining legacies of care for African American children and families.
  Gloria Boutte & George Johnson

• Room ED 4.03
  Io Chi Siamo: The Indeterminate Relations of We
  Drawing as assemblage in early childhood.
  Christopher M. Schulte
  “He’s a good guy!” The role of spectacle in young children’s drawings.
  Christine Marmé Thompson
  Relational making – Making relations.
  Kristine Sunday
  Carrot styling with the monster and the lovergirl.
  Marissa McClure

• 11:00 – 11:30
  Coffee Break

• 11:30 – 13:00
  Plenary Session
  Room CC.01
  He Tauta Poumanu: Opening Doors to Peaceful Rationality
  Jenny Ritchie – Convener
  Indigenous pedagogies of hope.
  Cheryl Rau
  Community based nonviolent praxis as a pedagogy of hope.
  Ruth Beaglehole
  Prenatal care and the emotional, spiritual, and psychological implications among the Turkana of Kenya.
  John Teria Ng’asike

• 13:00 – 13:30
  Closing Plenary
  Farewells and Goodbyes

• 13:30 – 14:30
  Lunch

• 14:30
  Business Meeting