21st RECE Conference 2013

Reclaiming the Indigenous Child, Family, and Community: Pedagogies of Place

Kenyatta University Conference Centre
Nairobi, Kenya

FRIDAY, 1 NOVEMBER

2:00-4:30 pm Preconference/Introduction to RECE (for those who have not attended a RECE conference, including local students and faculty) (Venue: Kenyatta University Student Business Centre)

SUNDAY, 3 NOVEMBER

4:00 – 6:00 pm Registration [Lobby of Kenyatta University Conference Centre]
5:00 – 7:00 pm Welcome Reception [Outside the Main Hall]
7:00 – 8:30 pm PLENARY I (Main Hall)


MONDAY, 4 NOVEMBER

8:00 - 8:30 am Registration
8:30 – 9:00 am Opening ceremony (Vice Chancellor and Ministry of Education official)
9:00 - 10:30 am PLENARY II (Main Hall)

Childhoods Under Siege: Governmentality and the (Re)production of Neoliberal Discourses within Global/Local Contexts (Perez, Cannella, Urban, Bloch)
10:30 - 11:00 am  Tea Break

11:00 - 12:30 pm  PARALLEL SESSION I (Main Hall)

Session 1  Indigenous Knowledges, Questioning & Critique [Main Hall]

- English, Education and Early Childhood Experience in (Post)colonial Tanzania: A (Post)humanist Investigation (Zdanoski)
- Is there a Possibility for Culturally Relevant or Indigenous Community Engagement and School Improvement for Urban Inner City Schooling? (Kroeger)
- Discursive Constructions of Linguistic Minority Early Childhood Teacher Students: A Policy Analysis (Bustos)

Session 2  Reading Practices Culturally (Hall 1)

- Culturally Located Assessment in Early Childhood (Rameka)
- Preschool Teachers’ Constructions of Early Reading (Walker)

Session 3  Reclaiming home, family & professional practices (Hall 2)

- Opening Spaces: Changing Attitudinal Perspectives at Personal and Professional Levels on Diversity and Equality in Early Childhood Care and Education Practice (Murray)
- The Private Lives of Needy Families: Government Decision-making, Home and School Situations (Holmlund)
- Transition from Child Care/Kindergartens to Compulsory Schools for Children with other Languages in Japan (Uchida)

12:30 - 1:00 pm  Business Meeting I: 21st RECE reports and preparation for 22nd RECE Conference in Kent, Ohio, USA (Hall 1)

1:00 – 2:00 pm  Lunch (KUCC Restaurant)
2:00 - 3:30 pm  PARALLEL SESSION II

Session 1  Children as Powerful and Deconstructing Multiculturalism (Main Hall)

To Evaluate that which Doesn’t Apply to the Simple Rules of Evaluation: A Question of Immanence and All that Jazz (Wallander & Elfstom)

Early Learning In Rural Communities In Nigeria (Idogo)

The Didactic Design of Preschool Teachers to Embrace Children’s Initiatives (Kjallander)

Session 2  Voices of Immigration (Hall 1)

Conceptualizing Identity during Early Childhood. Exploring Identity and the Way Preschool Practitioners and Recent Immigrant Parents Perceive and Shape Young Children’s Identities (Gill)

Richness and Turmoil: Contradicting Realities of Immigrant Teachers in Early Childhood Education (Arndt)

Listening to Indigenous and Immigrant Families: How can their ‘Funds of Knowledge’ be Investigated, Understood and Used in the ECE curriculum? (Mitchel & Ouko)

Session 3  Theorizations of Self; Childhood & Nation (Hall 2)

“Great Expectations for Children and Families”: Communities of Practice for Diverse Early Childhood Professionals (Gaches)

Place as a Case in Three National Curriculums – Critical Discourse Analysis (Andresen, Becher & Syed)

Double, Double Toil and Trouble: Boiling Down Social and Cultural Factors Inhibiting the Inclusion of Children’s Perspectives in Social and Educational Practices (Peters & Lacy)

3:30pm – 4pm Tea break

4:00- 5:30 pm  PARALLEL SESSION III

Session 1  Indigenous Identity/Indigenous Support (Main Hall)

Bridging Indigenous Teaching and Learning with the Inevitability of Globalization: A Challenge for Early Childhood Teacher Education (Dachyshyn)
A Model for Strengthening Teacher Preparation for Early Childhood in East Africa (Walli)

Integration of Play in Teaching/Learning in Early Childhood Centres in Kenya (Waithaka)

Session 2  Re-Centering Child and Family (Hall 1)

The Reality of Parent, Teacher and Community Partnerships in Kenya’s Early Childhood Programs (Boit)

Taking a Village to Raise a Child: Using Family and Community Partnerships to Fight Child Abuse and Neglect in Uganda (Ejuu)

Indigenous Approaches to Narrative-culturally Relevant Research Methods for Parents Bringing up their Children with a Maori identity in Aotearoa/New Zeland (Martin).

Session 3  Representations, Childhoods &Bio-Diversity (Hall 2)

Representations of Childhoods in Stories through the Rousseauian, Foucauldian and Lyotardian Lens (Tesar)

Children’s Encounters with Bio-Diversity (Caiman)

Children Exploring Biological Diversity – A Study of How to Move/transform from Part to Whole (Halvars)

5:30-6:30pm  PARELLEL SESSION IV
(Workshops & Panels & Performances)

Session 1 Workshop (Main Hall)

Making Inclusion a Reality: Enacting a Social Justice Perspective (Sapon-Shevin)

Session 2 Panel (Hall1)

Who are We? Using Critical Theories to Reclaim and Respect Diverse Identities and Culture (Cruz, Hurst, & Srinivasan)

Session 3 Performance (Hall 2)
TUESDAY, 5 NOVEMBER

8:00am – 12:00 pm  Visits to schools and learning centers (Buses will pick people at outside KUCC) (Participants will visit SOS and Mama Ngina Children Homes)

1:00pm  Lunch  (KUCC Restaurant – Or Packed Lunch)

2:00 pm—3:30pm  PARALLEL SESSION V

Session 1  Indigenous Identity Indigenous Language(s) (Main Hall)

Troubling the 'Us' (White Australian)/ 'Them' (Indigenous Australian) Binary to reclaim and respect Indigenous identities. (K. Smith)

Using Tri-Dimensional Lens to Capture the Voices and Agency of Emergent Biliterate and Bilingual African American Language Speakers: A View From Within (Boutte & Johnson)

Through a Child’s Eyes: Reclaiming Self, Home, and School (Costello, Livingston, Reardon)

Session 2  Things and Children in Theorizing (Hall1)

The Material turn in Childhood Theory and Methodology: Analyzing Body/Place Relations (Rossholt)

Captive Audience; A Deleuze-Guattarian Perspective on the Role of Media within the Neoliberal Assemblage(s) (Wolff)

“What’s up with Samantha and all that tape?”: Queering the Relational Enactments of Children and Other “Things” in the More-than-Human Classroom (Myers)

Session 3  Re-Centering Child and Family (Hall 2)

Occupation an Important Factor in Fathers’ Involvement in Children’s Education(Mwoma)
Early Childhood Education and Integrated Rural Development in Tanzania: Obstacles to the Creation and Promotion of Preschools (Edwards-Andresen)

Welcoming participatory encounters with children: beyond participation in/as learning. (Kotsanas)

3:30- 4:00 pm  PARALLEL SESSION VI

Session 1  Deconstruction(s), Play, Internationalizing (Main Hall)

Reconceptualizing the Dichotomy between Children and Adults: Recategorizing the Dichotomy between Play and Learning (Alnervik, Ferholt, Jansson, & Nilsson)

Putting the Power into Play: An Exploration of the Constraints and Possibilities Facing Grade RT Teachers (Excell & Livingston)

Webbing the Discourse of Differential meanings of Play to Teachers’ Experiences: Stories from Kenya (Ruto-Korir & Jepkemboi)

Session 2  Inclusion(s) & Reflectivity (Hall 1)

Inclusion in Early Childhood: Practices and Experiences from American & Israeli Culture (Panel) (Katz, Ravid&Schaner)

“When I enter a family’s home, I am entering their life”: Becoming a Reflective Early Intervention Professional (StoneMacDonald)


Session 3 Approaches to Integration: beyond Marginalization(s)  (Hall 2)

Integrated Approach to ECEC and Integration within Education: Two Distinct Movements (Haddad)

Facilitating Model Early Childhood Care and Development Centers for Street Families in Nairobi City, Kenya (Zama)

4:00-4:30  Break

4:30-6:30  PARELLEL SESSION VII
  (panels continued)
Session 4 Panel (Room1)

Continuity of Care in a New Key: Explorations of a First-year Dual-Language Approach to Infant/Toddler Caregiving (Garrity, Aquino-Sterling, Ramos & Day)

Session 2 Panel (Room 2)

Early Years Education in the International Baccalaureate Primary Years Programme (Doyen)

Session 3 Panel (Room 3)

Children from Underserved and Marginalized Communities: Do They need Special Preparation for School? (Jacob, Lehrer, & Bastien)

6:30-700 pm  Dinner (on your own)

WEDNESDAY, 6 NOVEMBER

8:30 – 9:20am Business Meeting II—RECE organizational procedures, announcements, group discussion (Main Hall)

9:20-10:15am Gathering & Dedication to Jeannette Rhedding-Jones & Liane Mozere (Main Hall)

10:00 – 10:30am Tea Break

PARALLEL SESSION VIII

10:30am-12:00 pm

Session 1: The Child and Family in Cultural Context (Main Hall)

Reflecting on the Indigenous Child In Kenya: Opportunities And Challenges (Odongo)

Reframing teacher emotion: Care as Racialized, Critical, and Spiritual Practice (Madrid)

Whaia te iti kahurangi: Relationships of Promise (Ritchie)
Session 2  Indigenous Languages (Hall 1)

The State of Mother Tongue Instruction in South Africa: What Future Does It Hold for Users? (Phatudi)

Use of Mother Tongue as a Language of Instruction in Early Years of School to Preserve the Kenyan Culture (Begi)

The Indigenous Child’s Use of Language in her Home (Thompson)

Session 3  Teachers/Teacher Education/Teaching Perspectives (Hall 2)

Experimental Reading and Writing, Mathematics and Preschool Children’s Potentiality and Way of Experimenting (Dahlberg, Tjinkua, & Unga)

Becoming Inclusive: Teachers Negotiating Discourses of Inclusion and Early Childhood through a Co-Inquiry of Life Narratives (Fincham & Mihetu)

Giving to Education: Education as Philanthropic Project (Bilgi)

12:00 - 1:00 pm     PLENARY III (Main Hall)

The Potentials and Pitfalls of Trying to “Make A Difference”: A Case Study from South Africa (Bernheimer, Sundeen, Booze, Greer, Winbush, Jordan, & Miller)

1:00pm        Lunch (box lunch for field trip)

Visits to Animal Orphanages (transportation provided)

6:00-8:30pm     Bomas of Kenya Dinner (transportation provided – meet in front of KUCC)

Bloch Career Award recipient announcement
Closing Remarks from Nairobi Kenya

Asante sana! Safari Njema!