



## 21<sup>st</sup> 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)**

Indigenous Early Childhood Practices and Neoliberal/Neocolonial Policies: Stories from Kenyan and U.S. Indigenous Communities (Ng'asike, Wambiri, Swadener, & Nagasawa)

#### **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 (**Hall1**)

The Relationship between Preschool Children's Cognitive Performance and their Teachers' Verbal Behavior in Nakuru Municipality – Kenya. (Muriu)

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: 21<sup>st</sup> RECE reports and preparation for 22<sup>nd</sup> RECE Conference in Kent, Ohio, USA (Hall1)**

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 & Elfstrom)

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 Zealand (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**)

Ecological Spaces of Indigenous Storytelling through Text, Image, and Film (Paulis)

6:30pm Dinner (on your own)

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

Putting the Power into Play: An Exploration of the Constraints and Possibilities  
Facing Grade R 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)

The Confluence of Multiple Cultures and its Impact on the Development of the  
Caribbean Child. (Harper UNICEF Eastern Caribbean Area)

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

**PARALLEL 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 **(Room2)**

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 & Miheretu)

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!*