

## RECE 2023 Program (DRAFT)

**Program Chairs: Gail Boldt and Mere Skerrett**

**Host Chair: Martin Needham**


**Program Manager: Seunghoon Han**

### Timetable

<a href="#">Thursday, September 7th</a>	<a href="#">Friday, September 8th</a>	<a href="#">Saturday, September 9th</a>	<a href="#">Sunday, September 10th,</a>	<a href="#">Monday, September 11th</a>
	8:30 - 9:00 am Notices	8:30 - 9:00 am Notices	8:30 - 9:00 am Notices	
	9:00 - 10:30 am <a href="#">Concurrent Sessions</a>	9:00 - 10:30 am <a href="#">Plenary</a>	9:00 - 10:30 am <a href="#">Concurrent Sessions</a>	9:00 am - 12:30 pm Visits
	11:00 am - 12:30 pm <a href="#">Concurrent Sessions</a>	11:00 am - 12:30 pm <a href="#">Concurrent Sessions</a>	11:00 am - 12:30 pm <a href="#">Plenary</a>	
	12:30 pm - 1:30 pm Lunch Policy Caucus Meeting	12:30 - 2:00 pm Lunch Business Meeting	12:30 - 1:30 pm Lunch	
1:30 - 3:30 Registration 2:00 - 3:00 pm RECE Elders meeting	1:30 - 3:00 pm <a href="#">Steering Committee Meeting</a> <a href="#">Concurrent Sessions</a>	2:00 - 3:30 <a href="#">Concurrent Sessions</a>	1:30 - 2:15 pm Farewells	
4:00 - 5:00 pm Welcome to RECE Manchester Opening Meeting	3:30 - 5:00 pm <a href="#">Concurrent Sessions</a>	4:00 - 5:30 pm <a href="#">Concurrent Sessions</a>		
5:30 - 7:-00 pm <a href="#">Opening Plenary</a>	5:30 - 7:00 pm <a href="#">Plenary</a>			
7:00 - 8:30 pm Meeting Space		7:00 - 10:00 pm Conference Dinner		

Room Number	Zoom links
BS G.36 (large assembly room)	<a href="https://mmu-ac-uk.zoom.us/j/99518091857?pwd=Z3VndTc4bjRpR2dnZiEvOXI4TWsyQT09">https://mmu-ac-uk.zoom.us/j/99518091857?pwd=Z3VndTc4bjRpR2dnZiEvOXI4TWsyQT09</a>
BS 3.14	<a href="https://us06web.zoom.us/j/83451283875?pwd=MDFVdTlDemtCMThvZ2Y0eDFpM0h6dz09">https://us06web.zoom.us/j/83451283875?pwd=MDFVdTlDemtCMThvZ2Y0eDFpM0h6dz09</a>
BS 3.15	<a href="https://mmu-ac-uk.zoom.us/j/92100408889?pwd=YWE2dVhSODdWVVB0bVITM0x1bVJJdz09">https://mmu-ac-uk.zoom.us/j/92100408889?pwd=YWE2dVhSODdWVVB0bVITM0x1bVJJdz09</a>
BS 3.16	<a href="https://zoom.us/j/95206640537?pwd=Unc1Uk9MSXI5eVhuRHljQ1h0Q0laZz09">https://zoom.us/j/95206640537?pwd=Unc1Uk9MSXI5eVhuRHljQ1h0Q0laZz09</a>
BS 3.21	<a href="https://us02web.zoom.us/j/84795413990?pwd=cm5oSi95N0lYa2xqN0R3V0tEVWYxZz09">https://us02web.zoom.us/j/84795413990?pwd=cm5oSi95N0lYa2xqN0R3V0tEVWYxZz09</a>
BS 3.22	<a href="https://us06web.zoom.us/j/88005491349?pwd=NlI0aEpTRFNsZUF3bU40em16WDUyZz09">https://us06web.zoom.us/j/88005491349?pwd=NlI0aEpTRFNsZUF3bU40em16WDUyZz09</a>
BS 3.23	<a href="https://us06web.zoom.us/j/81171920518?pwd=STJ0WDdkUG9Wb2FTczVZbzZGSW9KUT09">https://us06web.zoom.us/j/81171920518?pwd=STJ0WDdkUG9Wb2FTczVZbzZGSW9KUT09</a>
BS 3.24	<a href="https://us05web.zoom.us/j/83924962416?pwd=Fr6QYvfHfZQBfKcAa1tLnZUYFAq077.1">https://us05web.zoom.us/j/83924962416?pwd=Fr6QYvfHfZQBfKcAa1tLnZUYFAq077.1</a>
BS 3.25	<a href="https://us05web.zoom.us/j/83734713753?pwd=Mgd1l2Ra2ydO5UEr7yyda71vYMcCv1.1">https://us05web.zoom.us/j/83734713753?pwd=Mgd1l2Ra2ydO5UEr7yyda71vYMcCv1.1</a>
BS 3.26	<a href="https://us06web.zoom.us/j/89889439270?pwd=alpMdG9YbHNrZFBFYnBqZ1A1MTlxZz09">https://us06web.zoom.us/j/89889439270?pwd=alpMdG9YbHNrZFBFYnBqZ1A1MTlxZz09</a>
BS 3.27	<a href="https://us06web.zoom.us/j/84339159964?pwd=VHJKTU5DemtrdStKc01walcrR0tJQT09">https://us06web.zoom.us/j/84339159964?pwd=VHJKTU5DemtrdStKc01walcrR0tJQT09</a>
BS 3.28	<a href="https://mmu-ac-uk.zoom.us/j/96444914557?pwd=R1hsYU9ReDU1cFQxTUhBeVVHa21YUT09">https://mmu-ac-uk.zoom.us/j/96444914557?pwd=R1hsYU9ReDU1cFQxTUhBeVVHa21YUT09</a>

Thursday, September 7, 2023


(: Part of Indigenous Caucus Strand)

Time	Session	Presentation	Presenters	Room No.
1:30 pm – 3:00 pm	Registration			Business School Reception Area
2:00 pm - 3:00 pm	RECE Elders Meeting (Elders group only)			BS3.21 <a href="#">Zoom</a>
4:00 pm – 5:00 pm	Welcome to RECE Manchester Opening Meeting			BS G.36 <a href="#">Zoom</a>
5:30 pm – 7:00 pm	Opening Plenary	<p><b>‘Being there’ in more-than-human worlds; the possibilities for interrogating place, body and affect through ethnographic research with children</b></p> <p>The papers in this panel engage in different ways in questions about what ethnographic research with children is, is doing, and where it is going. In particular, we are interested in how different modes of ‘being there’ with children in various kinds of spaces and scenarios might attend to / erase bodily knowing, movement at different scales and intangible flows of affect, energy, hope and possibility.</p>	Abigail Hackett, Anne Myrstad, Karen Daniels, Kate Pahl and Samyia Ambreen	BS G.36 <a href="#">Zoom</a>
7:00 pm – 8:30 pm	Meeting Space			

Friday, September 8, 2023

Time	Session	Presentation	Presenters	Room No.
8:30 am – 9:00 am	Notices			BS G.36 <a href="#">Zoom</a>
<b>Concurrent Sessions (9:00 am – 10:30 am)</b>				
9:00 am – 10:30 am	Individual Papers	<p><b>Stories From Practice: Slow Pedagogy, Pedagogical Activism and Fertile Futures</b> This presentation foregrounds the role of a pedagogist in leading the transformation of practice across a group of kindergartens in Victoria, Australia. These stories from practice show how access to focused pedagogical coaching supports teaching teams through diverse theoretical terrain and generates opportunities for co-collaborative research and radical inquiry-with children. This work fiercely advocates for early childhood educators to claim their own thought leadership, and to navigate through/go beyond the neo-liberal structures of education. Stepping into slow pedagogical futures allows teachers to flourish in the spaces where they care for children.</p> <p><b>Can we play "ghar ghar" - "گھر گھر" together? – a polyphonic dialogue about our pathway to becoming academic citizens</b> In this paper we address the conference theme “Pathways: Where we’ve been, where we are and where we want to go” through considering the historical and contemporary social forces that shape our professional academic landscapes. We both grew up in a multifaceted suburban area in the northern part of Oslo (Groruddalen), and our movement from kindergarten teachers to academics is partly a pathway of social mobility. Through narratives originating from our childhood, adolescence and adulthood, thematizing unexpected events in encounters with education at all levels, we explore how gender, class, ethnicity and religion (Crenshaw, 1989) affect our academic positions.</p> <p><b>Where do I come from, where am I going, why am I here, and who am I?: Biographing a play activism organization</b> In this paper, I present a grounded theory (Charmaz, 2014) for increasing community child-structured play co-constructed through interviews and action research including the foundation of a community-based organization. The organization, Project Play YQR, is dedicated to increasing play access and awareness in Regina, Saskatchewan, Canada. The paper is presented as a biography of the organization used to reflect upon play activism more broadly. I explore its narrative trajectory and shifting identities using critical inquiry to examine the forces that create the need for this activism in the first place.</p>	<p>Kelly Boucher</p> <p>Bushra Fatima Syed and Tove Lafton</p> <p>Whitney Blaisdell</p>	<p>BS 3.21 <a href="#">Zoom</a></p>
	Individual Papers	<p><b>Rethinking Spaces in the School Through Children’s Embodied Multiliteracy Practices</b> Every child has their own unique perspective on their surroundings, which impacts their everyday literacy practices. To understand how this spatial awareness is expressed in school literacy practices, this yearlong comparative ethnographic study in Korea and the United States employs the concept of spatial theorizing. To analyze young students’ multiliteracy practices as a matter of intra-acting and to interpret children as human beings in enactment, the ethnographic content analysis method was employed. This study rethinks what school spaces' roles are and how they support children’s variety and distinction in order to recognize the range of literacy</p>	Seongryeong Yu	<p>BS 3.22 <a href="#">Zoom</a></p>


Time	Session	Presentation	Presenters	Room No.
		<p>experiences and views.</p> <p><b>The city as a preschool yard? Inner city preschools' space-claiming and mobility in dense urban environments</b>            Densification trends have in Sweden resulted in fewer and smaller preschool yards. Inner-city preschools therefore use public parks and other spaces for their outdoor activities. With a mobile ethnographic approach and drawing on theories of space as co-produced and mobility as interdependent and more-than-human, we will discuss how ECEC- groups' mobility practices are performed in entanglement with children, pedagogues and the socio-material dimensions of urban space. We show how preschool groups negotiate and claim dense urban space and transform public parks into preschool yards, creating invisible boundaries as well as 'privacy spaces' within the public.</p>	Katarina Gustafson and Danielle Ekman Ladru	
	Individual Papers	<p><b>Neoliberalism in early childhood education: what does we know about its implications?</b>            During the last two decades early childhood education achieved global relevance, enrolment increased mainly through private providers, and accountability systems were developed. Considering ECE's particularities, little is known about the consequences of these policies. Neoliberalism is not a unified system, but a governing technology, which gets entangled in diverse political contexts. An international and systematic literature review was conducted to identify neoliberalism' implications in ECE, reviewing 44 papers published from 2012 to 2022. Findings highlight neoliberalism's implications related to 1) access and equity; 2) quality and accountability; 3) curricular diversity; 4) working conditions; and 5) efficiency and transparency.</p> <p><b>A pathway to re-imagining early childhood initial teacher education: Be(com)ing teacher otherwise</b>            By taking a feminist materialist and posthumanist lens (Barad, 2007; Braidotti, 2019, 2022; Haraway, 2016), this paper argues for re-imagining early childhood initial teacher education as a difference-rich, entangled, intra-active, jointly produced and ever-shifting process between and among human, non-human, and more-than-human 'actants' (Bennett, 2010; Strom et al., 2019).</p> <p><b>Traces of symbolic power. Doing collaboration between early childhood education and care centers and families</b>            Partnerships with parents have become established objectives in many countries as a way of improving the quality of practice in early childhood education and care centers. Although these partnerships are widely used programmatically in ECEC, concrete ways of collaboration are still a research gap. In the PARTNER-project we are interested in the doing collaboration between early childhood education and care centers and families. Based on the thesis, that symbolic power relations are embedded in these partnerships with parents, we can show that there are traces of symbolic power in the practices of negotiating competencies and responsibilities between professionals and parents.</p>	<p>Loreto Fernández</p> <p>Olivera Kamenarac</p> <p>Tanja Betz (online)</p>	<p>BS 3.23</p> <p><a href="#">Zoom</a></p>
	Individual Papers	<p><b>Authoritarian Practice in Early Childhood Policy: A case study of state-control of critique</b>            Amid the ideological shift from neoliberalism to authoritarianism, spearheaded by right-wing extremists, educational policy has become a weapon in the U.S. culture wars. Using critical</p>	Daniel Castner and Sara Michael Luna	<p>BS 3.24</p> <p><a href="#">Zoom</a></p>

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		<p>discourse analysis, we present a case study of the 2021-2022 educational reforms implemented in Florida (USA), as a warning sign for how attacks on the guardrails of democracy present unprecedented threats to early childhood research and practice. Our analysis critically appraises the regressive ideologies; examines the enacted and embodied forms of authoritarian practice and concludes by adapting Schwab's (1970) Practical Language for Curriculum as a useful method for preserving critical perspectives and supporting anti-authoritarian practices.</p> <p><b>Local enactments of global ECEC policy - the importance of place</b>  This paper demonstrates how the new national curriculum for the Danish ECEC area, implemented in 2018, is drawing on global discourses of both competition and nationalism. But comparing the specific ways in which the work with the curriculum is carried out in two daycare centers situated in two very different parts of Denmark, the paper shows how the ECE professionals interpret and enact the curriculum through very different understandings of its purpose. It is demonstrated how the professionals draw on values and rationales, that connects the decontextualized policy documents to institutional context and place.</p> <p><b>Early Childhood Policy and Educational Justice</b>  This presentation examines the impact of equity policies in place for women Head Start educators in four places:</p> <ul style="list-style-type: none"> <li>• A historically contested Chican@ community along the US Mexico Border.</li> <li>• Indigenous lands in the South Pacific.</li> <li>• A historic Black community area in a historically redlined city</li> <li>• white Appalachian educators in a rural rustbelt town.</li> </ul> <p>Critical intersectional feminist lenses highlight the high and disproportionate cost of ECEC policy negotiation for BIPOC ECEC workers and those in the borderlands in their pursuit of justice within and across four US Head Start programs.</p>	<p>Christian Aabro</p> <p>Allison Henward</p>	
	Individual Papers	<p><b>Picking kernels: Responding to food not eaten by children</b>  This paper illustrates young children's encounters with corn in an Australian early childhood education and care (ECEC) setting with a more-than-human relational approach. Narratives of the encounters were generated from the fieldnotes and audio-visual recordings from my PhD fieldwork. How can narratives of food-child encounters attend to more-than-human agency in ECEC food practices? The narratives are analysed alongside the ECEC setting's food safety policy and this process highlights tensions around the practices and discourses of discarding food. I conclude the paper with a discussion of pathways for food that does not get eaten by children in the ECEC setting.</p> <p><b>The Snails on the Other Side of the Fence: Children's Outdoor Encounters with the More Than Human World in an Urban Child Care Center</b>   Drawing on an ethnographic research project this presentation explores children's engagements with the more than human world in an outdoor play space at a child care center in Ontario Canada. Inspired by relational approaches it moves away from independent autonomous views of agency and instead takes a relational approach to understanding deeper the ways in which agency is enacted through constantly shifting connections and assemblages of human and</p>	<p>Sayuri Amemiya</p> <p>Laurel Donison</p>	<p>BS 3.25  <a href="#">Zoom</a></p>

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		<p>non-human entities (Spyrou, 2018). It provides insight into the children's encounters with plants, snails, squirrels, and other natural elements which become opportunities to build relationships, form connections and shape their experiences.</p> <p><b>Exploring the development of parent-teacher relationships in Early Childhood Education of Nepal and Kenya: Pathways within Cultural pluralism and Cultural scripts</b>  This presentation will share our research that explored Nepali and Kenyan parent-teacher relationships in ECE. Analysis of qualitative data revealed parent-teacher relationships were complex and multifaceted consisting of indigenous and traditional practices of parents and teachers. Parent-teacher relationship building was impacted by globalized ideologies and by cultural norms, cultural values, and routines learned through micro-level lived experiences of the school communities. In contrast, macro-level globalized ideologies lay emphasis on what the parent-teacher relationship "should" look like based on Euro-Western norms. Thus, implications and outcomes indicate how parent-teacher relationships are impacted by cultural scripts and cultural pluralism.</p>	Sapna Thapa, Samara Madrid Akpovo, Lydiah Nganga and John Kambutu	
	Panel	<p><b>Datafication: Where have we been, where we are, where would we like to go?</b>  This themed panel discusses datafication of childhood: an increased use of data in steering children's daily lives. Earlier research reports consequences of datafication vividly: increasing surveillance and narrowing view of what is desirable. To discuss conditions in which negative consequences of datafication could be resisted, we approach datafication from different perspectives, for example, as complex entanglement of data and other human and non-human entities. We discuss the constitutive power of data in children's lives.</p>	Maiju Paananen, Alice Bradbury, Anna Siippainen, Hanna Toivonen, Mandy Pierlejewski, Guy Roberts-Holmes, Erin Simpson, Sharon Vince and Lucy Kaufmann	BS 3.26 <a href="#">Zoom</a>
	Panel	<p><b>Material pathways to aesthetic communication</b>  This performative symposium invites the participants to explore inclusive pathways in communication through materiality and performative pedagogy. Our performances revolve around the conference theme of place emphasizing space, time and materiality as vital parts of children's being and becoming. The presenters are artists, researchers, and teachers from the Scandinavian Network of multilingualism, aesthetics, and diversity. In our symposium, we will embody research about material explorations as communicative spaces in ECEC. We will explore how translanguaging can be redefined through performative pedagogy and embodiment, as well as show how impulses can develop teachers' narratives and the ability to fantasize.</p>	Johanne Ilje-Lien, Camilla Jonasson, Hege Synnes, Karen Hammervik Flø and Elin Kattler	BS 3.27 <a href="#">Zoom</a>
	Panel	<p><b>Micro-moment'ing' place(s)</b>  This panel addresses the conference theme by bringing together reflections on and experiments with various micro-moments, from encounters involving young children in kindergartens. We present several micro-moments from our research practices, related to Children and toys, Digital citizenship, Inclusion as more than human, Networking for materiality and sustainability, Kindergarten teacher-professionalism. Experimenting with the concept micro-moments from our recent research and the verb micro-moment'ing create different pathways where differences could be further explored, through disturbing what we think we already know. Hence, we explore the intra-connectedness in becoming with the troubled world in multiple ways.</p>	Anna Moxnes, Rigmor Bjelkerud, Agnes Nina Odegard and Hanne Berit Myrvold	BS 3.28 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
	Panel	<p><b>Mā te ahurei o te tamaiti e ārahi i ā tātou mahi: Let the uniqueness of the child guide our work.</b></p> <p>From indigenous Māori perspectives that guide early childhood education in Aotearoa New Zealand, children’s mana, strengths, gifts, talents, and those of their whānau and tīpuna (extended family and ancestors) are pathways to children’s learning and are a principal focus of the work of teachers. This teaching work/intentionality is not always obvious or evident to student teachers or others. Our narrative-based research, makes explicit the myriad of possibilities, considerations, and formative decision making of teachers as they sensitively and responsively teach through care-full moments in early childhood education settings empowering children and prioritising children’s mana, perspectives, learning dispositions and working theories.</p>	Sonya Gaches, Roberta Carvalho, Amie Curtis, and Michael Gaffney	BS 3.14 <a href="#">Zoom</a>
<b>Concurrent Sessions (11:00 am – 12:30 pm)</b>				
11:00 am – 12:30 pm	Individual Papers	<p><b>‘If we have a say then it’s cool’</b></p> <p>As an innovative, democratic body in Rhineland-Palatinate ECEC centres, the “Kita-Beirat” (ECEC council) is a place that unites the perspectives of all ECEC centre stakeholders in a discourse on the design of ECEC centre practice. This creates the task to explore the perspectives of children and also shapes a pathway in developing the participation culture of these institutions. The accompanying research uses the grounded theory approach of situational analysis to explore the extent to which the implementation of the council promotes a practice in ECEC centres in which children are not only heard, but their voice has an influence.</p> <p><b>‘Well, then you go to the educators’. Exploring child-initiated child-adult interaction from the children’s perspective and the importance of the adults’ reactions on children’s agency and pathways</b></p> <p>Research on the interaction between children and adults has shown its importance for the quality within ECEC settings. The focus is though seldom on the children’s perspective. For this paper, I wish to focus on child-initiated interactions from the point of view of children and how the adult’s reaction influences children and their agency on their pathways through life. An ethnographic case study with methods based on the mosaic approach was carried out in a kindergarten in Germany using photography, vignettes and learning stories. Research and analysis followed the grounded theory methodology.</p> <p><b>Cooking Together: using a familiar cultural activity to navigate a significant transition</b></p> <p>Transition to school from pre-school can be challenging for children as they become familiar with a new place, new routines and new people. During the Covid-19 pandemic, schools had to curtail their usual transition programmes. This paper reflects on transition activities organized by one private Reggio-inspired nursery school to support their children and families, utilizing familiar spaces. Transitioning children were invited with a parent to take part in outdoor cooking workshops at the nursery with key workers from the nursery and Reception staff from the receiving school. The workshops and other key activities were viewed positively by all stakeholders.</p>	<p>Lisa Landeck</p> <p>Alice Hildebrandt</p> <p>Susan Atkinson and Lucy Patrick</p>	BS 3.21 <a href="#">Zoom</a>
	Individual Papers	<p><b>Justice-Oriented Pathways for Early Childhood Care and Education: Dreaming Out Loud</b></p> <p>The marginal inclusion of Black, Indigenous, and other children of Color in early care and</p>	Mariana Souto-Manning	BS 3.22 <a href="#">Zoom</a>



Time	Session	Presentation	Presenters	Room No.
		<p>education has been heralded as an advance in the fight to ensure equitable and just education. Yet, marginal inclusion cloaks the interests of whiteness, comprising exclusion via inclusion. Employing racial capitalism as theoretical lens, I analyze majoritarian stories and counter-stories, unveiling the partiality of inclusion and showing how it marginalizes, dehumanizes, and harms. I conclude by dreaming out loud, rejecting the white frame, which limits and is limiting in early care and education.</p> <p><b>Literature Review: At the heart of the stories: An inquiry of Indigenous Heart Pedagogy and Implications for practice.</b> </p> <p>Lori Huston's doctoral study will focus on how knowledge and Indigenous epistemologies particular to a specific place/land inspire a "heart pedagogy" for Indigenous early childhood education. This individual paper presentation aims to describe and review particulars related to Indigenous heart teachings that connect Indigenous early childhood educators' caregiving practices with their hearts when walking between two worlds of Eurocentric and Indigenous perspectives in early learning programs. By answering specific questions: What are the major research stories and results connected to heart pedagogy? What does the research say about Indigenous early childhood educators acting for reform in relation to their practices?</p> <p><b>Korean Elementary Teachers' Perception of Teaching Cultural Diversity</b> The number of "multicultural" students has increased rapidly in South Korea, and the traditional belief of Korea as a monoethnic society has been challenged accordingly. Guided by literature on critical pedagogy and cultural diversity education, this paper aims to examine multiculturalism in early elementary education and early elementary teachers' perceptions toward it. Self-study, critical content analysis, and interviews were employed to rethink current approaches in elementary education and teacher education.</p>	<p>Lori Huston</p> <p>Seunghoon Han</p>	
	<p>Individual Papers Panel</p>	<p><b>Developing and implementing a contextualised ECCE curriculum</b> The paper will discuss the process of development of a contextualized play based curriculum for Early Childhood Care and Education and its implementation with children of an indigenous community in Nagaland. It was developed in collaboration with teachers from the Nagaland community. In the curriculum children actively engage in inquiring about their worlds by using cultural tools and artifacts to build new knowledge, skills, dispositions and care relations. The 'transforming' approach of the curriculum enables collaborative interactions and spaces for challenging power asymmetry and building communities of care. These will be further explored to develop a framework for contextualising curriculum.</p> <p><b>Equity work in early childhood centres – with or without Gender and Ethnicity?</b> In this session we share the results of a study focusing on the work with equity that professionals(pedagogues) are doing in 5 early childhood centres in different parts of Denmark. We show, how the work of the pedagogues, on the one hand, can be conceptualized as a variation of strategies to secure equal opportunities of participation for all children, and how those strategies, on the other hand, intersect with different kinds of understandings of gender and ethnicity, producing unequal opportunities of participation for different children.</p>	<p>Shipra Suneja</p> <p>Karen Prins and Kira Saabye Christensen</p>	<p>BS 3.23 <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
	Panel	<p><b>Water/childhood everywhere, and not a drop to [insert verb here]</b>            This themed panel explores intra-actions of water and childhood drawing upon philosophical, theoretical, and empirical engagement in early childhood care and education. The three presentations engage in reconceptualisations of water and childhood in the context of early childhood care and education and through the thematic metaphor of the pathway. Each presentation works with the provocation that children and water share a capacity to challenge prescribed Modern pathways of human exceptionalism, reveal hidden, obstructed, and new pathways, and explore beyond the very idea of pathways for child and water.</p>	Andrew Gibbons, Rebecca Hopkins and Marek Tesar	BS 3.24 <a href="#">Zoom</a>
	Panel	<p><b>Motherscholarship: Transformative Art Making and Caregiving with Young Children</b>            Motherscholars in an international research collaborative explore ways our collaborative artmaking with young children inspires reflective and engaging practices that confront childism through an ethics of resistance. In a special issue of the journal Visual Arts Research, we examine implications of our work in collaboration with young children for early childhood art education, care, research and policy. Shared experiences of motherscholarship anchor our work and shape our pedagogical practices in higher education, early childhood education, community-based education, and intergenerational education. We emphasize diversity, equity, inclusion, accessibility and social, environmental, and racial justice in our discussions of our shared work.</p>	Marissa McClure Sweeny, Shana Cinquemani, Lillian Lewis and Christine Marme Thompson (online)	BS 3.25 <a href="#">Zoom</a>
	Panel	<p><b>Diffraction pathways: critical reconfigurings of ‘pioneer’ thinking in early childhood</b>            This panel comprises three scholars who draw on multiple theoretical positions to rethink, reconfigure and repurpose ‘the pioneers’ and ‘pioneering philosophies’ of early childhood. These papers complicate conventional readings of educational ‘pioneers’ through critical re-readings in contemporary ECEC contexts. Troubling prevailing philosophies offers vital opportunities for reflection and the creation of space to engage with a broader range of legacies and pathways that can be found in multiple contexts that have profoundly shaped (alternative) ways to think about child/hood/s, gender, pedagogy and practices.</p>	Jayne Osgood, Sid Mohandas and Nathan Archer	BS 3.26 <a href="#">Zoom</a>
	Individual Papers	<p><b>Three Children, One Childhood?: An Ethnographic Study to Explore Childhood/s in Bangladesh</b>            In this paper, I analyze children's unstructured play to offer a multi-textual reading of data collected from ethnographic fieldwork conducted in three primary schools with distinct visions and philosophies in Bangladesh. Drawing connections from childhood studies, post-colonial theories, and Gramscian conception of hegemony, through a comparative analysis, I attend to the relationship between children's unstructured play and the construction of childhood to narrate cultural, class, and religious differences and similarities in Bangladeshi childhood/s.</p> <p><b>Preschool in Three Eras in Japan: 1982, 2002, and 2022</b>            This presentation draws from a research project I recently started, Preschool in Three Eras in Japan: 1982, 2002, and 2022. This is an ethnographic study of a daycare center, Komatsudani Hoikuen, in Kyoto, Japan. The research question is straightforward: “What has been changed or not changed over the last 20 years, from 2002 to 2022, at Komatsudani Hoikuen (daycare center)?” This study is also a visual ethnography of a preschool from a long-term perspective and as such, it will be a very important archive of Japanese preschools. The preliminary findings would be introduced in this presentation.</p>	Moutushi Mahreen (online)  Akiko Hayashi	BS 3.27 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
		<p><b>A historical review of ethnographic views on play, games and toys. Colonising childhoods?</b> The study aims to identify and analyse the historical and international production of ethnographic research regarding play, games and toys and reflect on the implications of their use in current Early Childhood Education in minority and majority countries. A poststructuralist historical analysis was conducted. The study discusses how English-speaking literature has largely ignored the study of other cultures. The study concludes that the use of play in preschool has a hidden cultural curriculum that can promote colonialism, individualism, competitive behaviour and capitalism and identifies resistance and emancipation in indigenous populations, mainly in Latin America.</p>	<p>Marco Antonio Delgado-Fuentes</p>	
	Individual Papers	<p><b>Towards a Culturally Sustaining Creativity</b> In conjunction with RECE’s 2023 theme Pathways, ways of thinking and doing that are more diverse and sustainable, rethinking creativity has implications for elementary education. In a review of creativity courses in teacher education programs across the U. S., Strelakova-Hughes &amp; Ismail (2019) found the majority of courses fail to connect creativity to sociocultural contexts and that teachers evaluate creativity based on their own sociocultural/experiential backgrounds. They call for a move towards creativity justice, intentional efforts to center critical, sociocultural aspects of creativity. In this paper, I analyze teacher candidates’ collage as a foundation for a more culturally sustaining creativity.</p> <p><b>“Turning Red” and the Monstrous Feminine: Children’s Theatrical Re-scripting of Puberty and Menstruation</b> This presentation performs an exploration of an emerging doctoral dissertation project wherein young girl-identifying participants create new rites and rituals and pathways of collaboration and meaning-making around the often-marginalized topics of puberty and menstruation within a performing arts workshop. In our collaborative and devised theatre workshop, we interact with and interpret the Disney/Pixar film “Turning Red” to playfully re-stage our own iteration of the film and to generate collective conversations about these taboo topics.</p> <p><b>Understanding the role of arts-rich bookmaking experiences in developing language and literacy outcomes for young multilingual learners</b> Recent multilingual literacies studies in Early Childhood and school-level education show language and literacy practices that value people’s diverse experiences, whole knowledge repertoires, and cultural identities, strengthen family connections, build ethical relationships, and enact agency and authentic expressions of voice, creating spaces of wellbeing for communities. However, little is known about the interaction of children’s multilingual literacies and identities and arts-based practices. Through a project with community organization Kids’ Own Publishing, this paper investigates how arts-based bookmaking experiences support children to express their multilingual lifeworld, and the educational implications of integration of arts-based experiences in multilingual language and literacy education.</p>	<p>Leslie Rech Penn</p> <p>Julie Snyder</p> <p>Julie Choi and Rafaela Gerkens (Online)</p>	<p>BS 3.28 <a href="#">Zoom</a></p>
	Individual papers	<p><b>Intensified governance of institutional childhood with a focus on parental resistance</b> This paper will present a joint research project on the gradually stronger intensification (understood as amplification of efficiency, targeting, scope, force, power, pervasiveness, etc.) in relation to Danish institutionalized childhood, pedagogical work, the field of ECEC institutions</p>	<p>Tomas Ellegard</p>	<p>BS 3.14 <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		<p>- on a broader level the welfare state.</p> <p><b>Early Childhood Education in a context of political oppression: What can we learn about the scope of parental participation in Palestine?</b></p> <p>This presentation focuses on the outcomes of an Action Research study aimed at increasing parental engagement and awareness of child development and safety in a Palestinian refugee camp in Bethlehem city. A group of eight women and their children participated in a series of critical dialogue sessions and meaningful learning activities aimed to unveil the societal, political, and historical factors that limited opportunities for parents from recognizing their influential role in their children's intellectual development. The study raises critical questions about the complexity of the term 'parental participation' and its implementation in a context of political oppression.</p>	Rabab Tamish	
<b>12:30 - 1:30 pm Lunch Break</b>				
<b>12:30 - 1:30 pm Policy Caucus Meeting BS 3.16</b>				
<b>1.30 -3pm Steering Committee Meeting 3.16</b>				
<b>Concurrent Sessions (1:30 pm – 3:00 pm)</b>				
1:30 pm – 3:00 pm	Individual Papers	<p><b>The Pleasures of the Threshold in Early Childhood Education Classrooms</b></p> <p>Most discussions of place and space in early childhood education focus on the well-defined areas of preschool classrooms – the activity centers, central rug, and playground. This paper attends instead to children's time spent in less discussed, unmarked preschool classroom areas, areas that are located in-between, on the margins, and, to employ a concept of Walter Benjamin's, on thresholds of activities where they can experience and enjoy the pleasures of the flaneur. The paper is based on micro-analyses of scenes from videos from the Preschool in Three Cultures projects of daily life in preschools in China, Japan, and the US.</p> <p><b>Disrupting Place and Space: Creating Pathways to Explore DEIJ in an Early Childhood Classroom</b></p> <p>This case study demonstrates how children's playground conversations developed into an activism project creating pathways for children to explore families, gender identity, human rights, and advocacy. Data included children's work samples, photographs, planning sessions, and researcher journals. Codes were categorized across data to show instances of larger categories. Themes were analyzed to gain an understanding of the research question posed. The project approach fostered children's awareness of the importance of human rights and advocacy. Building an inclusive classroom culture, creating space, curating materials, and developing structures were critical in revealing children as agentic citizens, capable of creating their own pathways.</p> <p><b>Young Children's Place Preferences in Their Classroom</b></p> <p>This study focuses on the interaction between children and classroom space. Children spend an amount of time in their classroom. They learn from the classroom environment—the environment including human factors (peers and teachers) and non-human factors (the design</p>	<p>Shin Ae Han</p> <p>Stephanie Branson, Victoria Damjanovic and Jennifer Ward</p> <p>Junghee Lee</p>	<p>BS 3.21</p> <p><a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		and material)—by perceiving and acting. This experience is important as it affects children’s future life in elementary school and secondary school. The aims of this study are to understand how young children perceive their kindergarten classroom space and what meaning the kindergarten classroom has for young children. Qualitative analysis including participant observation and interviews will be used.		
	Individual Papers	<p><b>Re-membering as a sacred practice</b> Re-membering childhood as a sacred practice is part of doctoral research on the importance of doing justice to child(ren) in educational research. Temporal and spatial diffraction (Barad, 2007, 2017) is adopted as a posthuman methodology. The autobiographical im/possibilities of ‘a’ childhood, ‘researcher/practitioner’ as child, growing up in Apartheid South Africa are diffracted through as re-membering. Partial entanglements with schooling and land are traced through artefacts: the schoolbooks and photographs of child, in uniform, demanded by the compulsory Apartheid education system. This research troubles the lines and the material-discursive practices about child and childhood which emerge.</p> <p><b>Entangled Narratives and Mixed Up Time: Heterotemporality in Early Childhood Classrooms</b> In this paper, I contend that the preschool classroom is a site of heterotemporality and the documents of the room are a record of the subaltern histories of the children within it. Based on my own recollections teaching at a university-affiliated nursery school in a major urban area, I am using the decolonial and anticolonial frameworks of heterotemporality and subaltern histories to analyze my past teaching. I argue that it is crucial to the personhood of young children that teachers resist pressure from administrators, parents, and indeed the K-12 education system in the United States.</p> <p><b>Refocusing and Reworking Appalachian Pathways: Equity for Queering Children, Youth and Families in Rural Pennsylvania</b> Using the processes of experimentation with the performative (Boldt and Valente, 2021), this re-presentation (Denzin, 2003) is part ethnographic reflection and part performance. Inspired by queer/trans storytelling traditions (e.g., Blaise &amp; Taylor, 2012; Silin, 2017; Sullivan &amp; Urraro, 2019), this presentation aims to illustrate queer/trans familys’ stories of paving a new path in rural Appalachian communities. These stories explore and highlight engagements with local formal and informal community networks (family networks) that disrupt barriers of hate as a new route is created that is more inclusive, sustainable and offers healing through education and activism.</p>	<p>Rose-Anne Reynolds</p> <p>Nicole Fox</p> <p>Boni Richardson</p>	<p>BS 3.22</p> <p><a href="#">Zoom</a></p>
	Individual Papers	<p><b>Exploring the Ideological Becoming of Young Children of Korean Descent: A Fluid Ethnic-Racial Identity Negotiation Process</b> This presentation will examine how children (ages 4–6) from Korean immigrant families in the U.S. express their ethnic–racial identities in fluid ways, orchestrating multiple societal ideologies. By drawing on Bakhtin’s (1981) notion of ideological becoming, I engaged in “Bakhtinian generous reading” (Tobin, 2000) to analyze multiple voices in children’s stories. The preliminary findings indicate that the participating children could describe themselves through the bricolage of different ideologies. Though exposed to a societal discourse that creates</p>	<p>Hyeungok Kang (Online)</p>	<p>BS 3.23</p> <p><a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		<p>essentialized or fixed identities, these children counter-narrated to resist being lumped into a single group and to express a sense of belonging to multiple affiliations.</p> <p><b>Muslim Children's Resistance within the Boundaries</b>            There is an increasing concern in the US about how to accommodate the educational needs of marginalized Muslim children. Access to early childhood education has considerably improved for Muslim children through state and federally-funded programs; however, educational inequalities, including social exclusion and the lack of a sense of belonging, remain major problems. In this paper, I share several excerpts to discuss two Muslim children's hyper-performances of cultural identity and their expressions of longing for their country. In fact, Muslim children's performances indicate that immigrant children are more aware of the problems their cultural group is confronting in the wider society.</p>	Müge Olğun-Baytaş (online)	
	Individual Papers	<p><b>Promoting Resilience, Empowerment, and Community in ECE teacher preparation programs through platicando con teoría</b>            Working conditions during the COVID-19 pandemic led to collaborative pláticas (Fierros &amp; Delgado Bernal, 2016) embedded with theories from the flesh (Moraga &amp; Anzaldúa, 1983). Platicando con teoría allowed us to examine our personal-professional-political identities including intersectional oppressions and privileges. Doing so provided new understandings of our roles as early childhood faculty. In this presentation we share the power of pláticas con teoría for theorizing power, privilege, resistance, resilience, empowerment and community.</p> <p><b>Chilean ECE teachers' discourses on professional associations empowerment: Four pathways to reconceptualizing professionalism in times of neoliberal upsurge</b>            Vital early childhood education professional associations (ECEPAs) constitute a core trait of professionalism. Neoliberalism weakens ECEPAs with standards, reducing their negotiable interests and teachers' agency. Despite Chile's neoliberal ECE, ECEPAs have multiplied and empowered in the public sphere. This paper describes the discourses that operate as empowering pathways of Chilean ECEPAs to reconceptualize professionalism in neoliberal politics. Research developed an 18-month post-qualitative inquiry to build a holistic case study. Data production drew on 19 in-depth interviews and twelve discussion groups with 74 ECE teachers. Findings show four pathways: transformational politics; pedagogical empowerment; advocating decent working conditions, and renewed historical directions.</p> <p><b>Who Supports Us? The Support Networks of Latinx in Early Childhood Teacher Preparation Programs</b>            This study explored the experiences and support networks of Latinx in teacher preparation programs (TPPs). Participants were engaged in monthly pláticas (conversational interviews), participatory photography, and photo elicitation. The research question of this study was: What and/or who supported their journey while in their TPP? A LatCrit theoretical framework was used to examine the data. Findings of the study signaled the importance of university affiliated and external support networks for Latinx in TPPs. The significance of this study highlights how Latinx early educators possess critical experiential knowledge that can transform TPPs to better support their Latinx teacher candidates.</p>	<p>Margarita Ruiz Guerrero and Carolyn Brennan</p> <p>Cynthia Adlerstein and Marcela Pardo</p> <p>Aura Perez-Gonzalez (online)</p>	BS 3.24 <a href="#">Zoom</a>



Time	Session	Presentation	Presenters	Room No.
	Individual Papers	<p><b>Refiguring relationality: Speculative hospitalities in multispecies encounters</b>            We draw together childhood studies, Black feminist studies, environmental humanities, and speculative fiction in order to think through worldhoods of multispecies vulnerability. Rather than reifying a positive narrative of symbiosis that negates or denies suffering, we provoke careful forms of parasiting that disrupt adult/child, human/animal, and nature/culture dualisms through practices of reciprocity, eating, and synnecrosis. Parasites typically evoke infestation and exploitation of a host organism for the one-sided benefit of the pest who harms. Instead, we forward the concept of parasiting to capture the complexity and generativity of multispecies hospitality through child-figures' intra-actions with animals and insects.</p> <p><b>ECEC as a place with children: an exploration of relations and relational dynamics beyond human agency</b>            The paper explores possibilities of understanding ECEC settings as places inhabited by children as well as other human and more-than-human species and entities. Building on ethnographic research of relational childhoods in ECEC settings, the paper analyses relations and encounters which entangle children with other humans and more-than-humans in relational dynamics. Inspired by a theoretical framework of relational ontologies and affect theories the paper explores different forms of relationally in three ECEC settings: A farm and forest kindergarten, a Reggio-Emilia kindergarten and a nursery class in an English infant school.</p> <p><b>Cultivating Cultural Capital with a Canine in the Classroom</b>            This paper investigates the under-examined area of human animal interactions in school contexts, discussing how a therapy dog in the classroom can create community and hold space for young learners to engage the language curriculum in new and innovative ways that draw upon their unique funds of identity (Esteban-Guitart &amp; Moll, 2014; Hogg &amp; Volman, 2020; Llopart &amp; Esteban-Guitart, 2018; Ordóñez, Siques, Esteban-Guitart &amp; Abingdon, 2021) and value their cultural and linguistic capital. It reconceptualizes early childhood education, addressing the effects of linguisticism and offering a cross-species opportunity to make school more inviting (Volman &amp; 't Gilde, 2021).</p>	<p>Emily Ashton and Audrey Aamodt</p> <p>Christina Huf and Markus Kluge</p> <p>Terri And Copper Hlava</p>	<p>BS 3.25  <a href="#">Zoom</a></p>
	Panel	<p><b>Child as Method in action: experiences of critical research in childhood studies</b>            This session, a hybrid roundtable, will present experiences of research using Child as Method, an innovative approach developed by Erica Burman for mapping and discussing the effects of tropes and imageries of childhood in society. Four research projects will be presented, focusing on age assessment for migrants, access to legal gender recognition for trans people, educational debate on 'learning through play', and youth justice reforms. All these projects explore, using different procedures and contexts, possibilities for Child as Method to challenge normative expectations for childhood.</p>	<p>Luan Carpes Barros Cassal, Artemis Christinaki, Erica Burman, Zsuzsanna Millei, Hedi Viterbo and Luting Zhou</p>	<p>BS 3.26  <a href="#">Zoom</a></p>
	Panel	<p><b>Generative pathways in ECEC in Norway: critically exploring evidence-based programs, parent-teacher collaboration, and teaching gender and sexuality in early childhood teacher education</b>            In this panel we make use of various post-foundational theoretical orientations to challenge historical and current injustices and to seek generative pathways in ECEC in a Norwegian</p>	<p>Camilla Eline Andersen, Tonje Skoglund, Kari Lerbak, and Mona Lisa Angell</p>	<p>BS 3.27  <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		context. Paper 1 takes a Foucauldian approach to explore the pathways of the ‘industry of concern’ as they are produced within ECEC settings in Norway. Paper 2 approaches parent-teacher collaboration through collage-making and Baradian ‘diffraction as methodology’ to offer novel insights and creative explorations of how else parent-teacher collaborations take shape. Paper 3 grows myriads of crossing pathways as it explores the tensions and possibilities for teacher education to become more queer.		
	Panel	<b>Building New Relationalities Through Recognizing the More Than Human in Inquiry Projects with Children</b> In this panel presentation, the focus is on inquiry projects which center children’s agency from a critical posthuman or more than human lens (Braidotti, 2019; Nxumalo & Delgado Vintimilla, 2020). As important as it is to include children and their voice within research inquiries, it is equally paramount that we reflect on our relationalities with children and the more than human world. The three presentations provide implications and recommendations regarding ethical commitments, considerations for how we document or archive children’s contributions, and issues of consent and/or assent.	Oona Fontanella-Nothom, Hyewon Oh and Amanda Welch	BS 3.14 <a href="#">Zoom</a>
	Workshop	<b>Everyday choreographies as a pathway for Computational Literacies</b> This hands- on, bodies-in workshop is informed by intersectional ideas about learning in early childhood education and their entanglement in computational literacies (CL). We explore taken-for-granted daily movements, taking notice of the emergent choreography of everyday patterns and reflecting on the way bodies make the spaces we live in—be it a classroom or a conference room. We use this embodied experience of movement as a concrete metaphor to think about possibilities in meaningfully and organically integrating computational thinking into the educational pathways of children.	Marta Cabral, Sean Justice and Kay Gordon	BS 3.15 <a href="#">Zoom</a>
<b>Concurrent Sessions (3:30 pm – 5:00 pm)</b>				
3:30 pm – 5:00 pm	Individual Papers	<b>The Pulls of the Past and the Future: Incorporating Hoche Community’s Perspective to Advocate for Indigenous Curriculum Design</b> 🌿 This research adopts Indigenous community-based methodologies to explore how Hoche ethnic minority children and families negotiate the local policies and multicultural curriculum that treats Hoche as a commodity to advance local tourism and economy, and advocate for an inquiry based multicultural curriculum that embrace and revitalize the Hoche Indigenous knowledge and traditional culture. Considering the relationships among individual, family, community, and larger society, this study reflects on the tensions and bridges regarding local issues and global capitalist transformation, provides visions and recommendations on Indigenous pedagogies, and discusses the true values of Hoche knowledge that situated Indigenous kinship with curriculum design.  <b>Freire and the Reimagining of Education for Black/Indigenous Children and Youth in Post-Apartheid South Africa</b> This presentation discusses critical reasons why Paulo Freire’s scholarship has much to offer in transforming schools, especially those that serve predominant Black/Indigenous children and youth in South Africa. I argue that although Freire was not writing about South Africa, his	Jue Wang  Bekisizwe Ndimande	BS 3.21 <a href="#">Zoom</a>



Time	Session	Presentation	Presenters	Room No.
		<p>scholarship about concientization and the fight for the liberation of the oppressed directly implicate current challenges of persistent education inequities [re]produced by poverty, neoliberalism, denial of access, and racial discrimination that have adversely impacted Black/Indigenous children. I show why the incorporation of Freire's philosophy may bring possibilities for socially just education for all children and youth in this young democracy.</p> <p><b>Whose path is it anyway: Pathways of resistance, Indigenous histories, questions, obstacles, and connections</b>  Responding to this year's RECE conference theme pathways, I explore the simultaneously convergent, and divergent pathways of two indigenous communities, the Traveller community in Ireland and South-West Native American community in Arizona, USA. As colonised peoples whose stories have been forced on them by the oppressor, I ask, whose path is this anyway, as I draw attention to indigenous histories, connections, obstacles, and resistance that are incomplete in the majority lens, including mine. Drawing on the voices of indigenous authors I challenge the neat story and selected facts that rupture the route and internal stories of Travellers and Native Children.</p>	Colette Murray	
	Individual Papers	<p><b>Pathways for access to nursery school in Chile: Continuities and changes in policies</b>  Since 2006, Early Childhood Education in Chile has placed emphasis on promoting access to nursery school, in search of social justice. Based on documentary analysis and interviews with policymakers and professional associations, our objective is to understand continuities and changes in policies on access to nursery education from 2006 to 2022 in Chile, from a systemic and intersectoral approach. Preliminary results show a continuity in sectoral fragmentation and the change from increasing capacity to quality. We propose a triad that articulates education, labour and social protection rights.</p> <p><b>Pedagogy of Early Childhood Education in Nigeria: The Trends and Tendencies</b>  This paper seeks to critically examine the indigenous pedagogy, current western pedagogies practiced in Nigeria's early childhood education, and what possible pedagogy is worth considering for the future of early childhood education in Nigeria. The presence of pedagogy can be seen in all forms of education. However, imperialism has taken dominance of educational enterprise across the nation, sidelining the culture fundamental to Nigerian society. Based on examination, the authors seek to push forward the debate for an integrative pedagogy that appreciates and values the Nigerian child's culture while delivering formal early childhood education</p> <p><b>An Ethnographic and Sociolinguistic Study of Un/Identified, Disabled Multilingual Children, Teachers, and School Staff</b>  In this paper, I spotlight the reflexivity and intersubjective in understanding differences among multilingual preschool students with un/identified disabilities, teachers and a psychological counselor. I offer multitextual and multimodal readings of data collected from ethnographic and sociolinguistic fieldwork conducted in a preschool in eastern Turkey.</p>	<p>Blanca Barco and Cynthia Adlerstein</p> <p>Peter Oyewole, Iyanuoluwa E. Olalowo, Idowu Adekanbi and Temitope Egbedeyi (online)</p> <p>Özge Ergin (online)</p>	BS 3.22 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
	Individual Papers	<p><b>Children’s expressions of participation and resistance in sessions of formal language-training</b>            Are multilingual children’s right to participate taken care of when they attend sessions of formal language-training to improve their skills in the majority language? This paper explores the children’s verbal and nonverbal expressions of both participation and resistance in sessions which has the goal to teach them the majority language. With the concepts of spacious and narrow interactional patterns (Bae, 2005, 2009), and of ateaching tone and an exchangetone (Palludan, 2007), with the theories of everyday resistance (Scott, 1985) and legitimate language (Bourdieu, 1977), this paper takes a critical view on what pathway we are at regarding multilingual children’s rights.</p> <p><b>Sustaining minoritized languages in kindergarten through grade three</b>            This paper follows the pathways of bi/multilingual children navigating various classroom experiences by examining how educators privilege and sustain the minoritized languages and languaging of historically marginalized children in kindergarten through third grade. I draw on Flores and García’s (2017) critique of the neoliberalization of bi/multilingual education and on aspects of Souto-Manning’s (2020) desire-centered early childhood education to examine current research studies in which children translanguage authentically to critically negotiate learning experiences. I discuss three themes—translanguaging, critical literacy, and children as ethnographers and theorists—among six highlighted studies, four from the U.S. and one each from Australia and Cyprus.</p> <p><b>Envisioning Our Future: Dismantling the English Monolingual Norm to Empower Dual Language Learners</b>            Despite the linguistic diversity of the nation’s population, most educational programs in the U.S. are still English monolingual, significantly affecting the language development and learning of dual language learners whose home language is other than English. This paper showcases how faculty in one of the most linguistically and culturally diverse states in the U.S. create spaces to combat the English monolingual norm. This paper provides numerous examples that illustrate how each course creates a pedagogical space to honor the languages and cultures of all students and to empower students to construct more linguistically and culturally inclusive and equitable classrooms.</p>	<p>Hanne Höglind</p> <p>Amy Clark (Online)</p> <p>Soon Young Jang, Giselle Navarro-Cruz, Denise Kennedy and Kheng Ly-Hoang (Online)</p>	<p>BS 3.23 <a href="#">Zoom</a></p>
	Individual Papers	<p><b>Honouring Black refusal: The counter-stories and lived experiences of Black mothers with children in early childhood education and care programs in Toronto, Canada</b>            Undergirded by Critical Race theory and Black feminist theory, this study conducted in Toronto, Canada, documents Black mothers’ counter stories and lived experiences centred around how they confront anti-Black racism in their child’s ECEC classrooms and their ideas for pro-Black ECEC spaces. In so doing we seek to honour Black refusal--creative strategies to live--as we share where the mothers have been, where they are, and where they believe the places of early childhood education and care must go.</p>	<p>Rachel Berman and Janelle Brady</p>	<p>BS 3.24 <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		<p><b>Legal Violence Against Black Mothers With Precarious Migration Status In And Across The Canadian Immigration System</b>  This qualitative study explores the legal violence against Black mothers with precarious migration status in and across the Canadian immigration system. Through five texts, I employ Black feminist discourse analysis [BFDA] and critical discourse analysis [CDA] methodological practices to analyze the lived experiences of three Black mothers with precarious migration status. The study highlights three themes: 1) Black mothers' separation from their children, 2) Black children matter or afterthought, and 3) Uncertainty and separation of Black families. The social construction of Black mothers with precarious migration status creates a ripple effect on their Black children, causing multilayered intersectional oppression.</p> <p><b>Divine Wonder: An Archival Study of Feminist Futures through (Re)creation in Play</b>  This paper uses a critical theoretical perspective engaging Feminist thought as analytical tools and praxes, examining the intersections of abolition, spirituality, intra-active pedagogy, and play. I center Black feminist scholars (Dillard, 2002) in conversation with other feminist theorists (e.g., Lenz Taguchi, 2009), to investigate the ways in which children's play as (re)creation offer an onto-epistemological passageway toward liberatory world-making and the (re)claiming of space. I build off Dillard's (2000) theorization of (re)membering as a pursuit of spiritual well-being, incorporating the cultural production of children within social movements through play and the pursuit of wonder as a potential for wholeness.</p>	<p>Georgiana Mathurin (Online)</p> <p>Dylan Brody</p>	
	Individual Papers	<p><b>Em/dis/placement of Asian American children in early childhood studies</b>  The purpose of our study is to interrogate how and where Asian American children are placed, emplaced, and displaced in early childhood research studies. This paper shares our analysis on existing race related research in early childhood from a standpoint of research as a racialized social practice. The data consist of empirical studies on Asian Americans in the U.S. from 2016 to 2023. We found that Asian American children are most frequently portrayed as comparable counterparts to other racial/ethnic groups of children, without a nuanced spotlight on how they perceive themselves and others in the current racialized society.</p> <p><b>Navigating issues of race, ethnicity, and culture in PreK-3rd classrooms: Perspectives from Asian American teachers</b>  This paper examines PreK-3rd grade Asian American teachers' experiences to learn more about how they negotiate multiple sets of values, assumptions, and expectations in both personal and professional realms. Using Asian critical theory (AsianCrit) and the in-depth phenomenological interviews, the paper employs the following research question: How do Asian American teachers in PreK-3rd grade classrooms navigate and negotiate their racial, ethnic, and cultural identities both personally and professionally? I will discuss emergent themes, including: Intersections of personal and professional experiences; Emotional and mental labor, and; Challenges and successes of incorporating race, ethnicity, and culture in early childhood classrooms.</p>	<p>Sophia Han and  Jinhee Kim (Online)</p> <p>Minsoo Kim-Bossard (Online)</p>	<p>BS 3.25  <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
	Panel	<p><b>‘Times less traveled’: New times for early / childhood studies</b></p> <p>This panel joins earlier work that proposed alternative notions of time to modern time governed by linearity and progress seeking to address current environmental and socio-political challenges. Drawing on three different theoretical concepts - fractal thinking, taskscapes and temporal bordertextures - the papers seek to offer alternative understandings of time (and time-spaces) to rethink human-future, child-environmental and care relations. How are progressive social, political and environmental transformations possible “if we can no longer ground our theories and political practices in enlightened narratives of humanist progress and liberation”? (Rossini and Toggweiler, 2017, p. 6)</p>	Mnemo Zin, Sabine Bollig and Camila Rosa Ribeiro	BS 3.26 <a href="#">Zoom</a>
	Panel	<p><b>Interrogating Erasure through Storying: Invoking Stories through the Fissures</b></p> <p>Our most powerful approach to defy the erasure of people, knowledges, and open ways of living and being is a collective and generative storying with children, families, educators, and the more-than-human. Storying takes many forms and is about more than overcoming coloniality or the earthly survival of humans, it is about taking a stance with a “citizenship of strangers” to collectively compose equitable, care-filled, and relational ways of living. Like a volcanic eruption, storying transforms and liberates! Collective stories in particular crack open the confines of human exceptionalism and flow through the fissures to unblock alternate pathways.</p>	Angela Molloy Murphy, Larisa Callaway-Cole, Will Parnell and Elizabeth Quintero	BS 3.27 <a href="#">Zoom</a>
	Workshop	<p><b>Pathways to Coming Home: Connection, Community, and Comfort</b></p> <p>Through this reflective study, I interrogate what it means to come home. Using a theoretical lens of Nepantla or in-betweenness; on the borderlands (Anzaldúa, 1987; Cervantes-Soon, 2012), I seek connection, community and comfort as a teacher educator who has immigrated to the U.S. and is re-connecting with early childhood teacher education approaches at home in India. Finding pathways and connections, through poetry and art, I inquire about how to best support and work towards the professional development of teachers at a local school in Mumbai, India in an underserved community.</p>	Ayesha Rabadi-Raol (Online)	BS 3.14 <a href="#">Zoom</a>
	Panel	<p><b>Places of Undervalued Work: Uncovering the Roots of Injustice and Imagining Pathways to Brighter Futures for the Early Childhood Education and Care Workforce</b></p> <p>This panel will explore early childhood education and care (ECEC) as a place of injustice for those who work with young children. We will explore critical approaches to assessing inequities woven into these workplaces, unearthing their roots in different places across and within nations, asking how they echo through time, cutting a deep through line to present-day exploitation of the ECEC workforce. We want to discuss how historical efforts to disrupt them often go unacknowledged, and explore strategies to upend them through research, policy and collective action.</p>	Sabine Hattinger-Allende, Hopeton Hess, Yoonjeon Kim and Marcy Whitebook (Online)	BS 3.15 <a href="#">Zoom</a>
5:30 pm – 7:00 pm	Plenary	<p><b>Neuroqueer(ing) intimacy as an animate literacy: The queer intimacy of intensive interactions in the special education classroom.</b></p> <p>In this paper, I try to contest normative definitions of ‘literacy’ in early childhood education through a neuroqueer(ing) of intimacy. Drawing from the scholar-activist framework ‘neuroqueerness’ (Yergeau, 2018), and Blackqueer theorist Ashon Crawley’s (2020) writing on the anti-institutional un-boundarying of ‘friendship,’ I analyse two vignettes of the communication practice ‘intensive interactions,’ carried out during my doctoral research in a special education alternative provision. I do so to experiment with how a non-proximal,</p>	David Shannon	BS G.36 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
		<p>more-than-human mingling of subjectivities might complicate the neurotypical notion of intimacy, and so of the singular, bounded literate subject.</p> <p><b>It's about damn time: Early Intervention and Early Childhood Special Education reckons with its past, present, and future</b>                      The field of Early Intervention and Early Childhood Special Education (EI/ECSE) has been steeped in a deficit model understanding of disability, predicated on saviorism, and entangled with problematic ideologies of racism. Epistemologically, as a field, EI/ECSE has centered a very narrow interpretation of “developmentally appropriate practices” and “evidence-based best practices” shaping what is researched, published, and recommended to its practitioners and scholars. We used a scoping review and content analysis approach and invoked Disability Critical Race Studies (DisCrit) to interrogate the dominant narratives in the research and recommendations published in leading EI/ECSE peer-reviewed journals.</p> <p><b>(In)Competence, Practice, and Early Childhood Teaching: Experiences of Affect and Feeling (In)Competent through the lens of Dis/ability</b>                      This presentation uses storied accounts to explore lived experiences of how (in)competence is understood through the viewpoint of living and teaching with dis/ability in an early childhood setting. The presentation seeks to extend how competence is understood by offering new ways of thinking about (in)competence and how (in)competence feels in the workplace. Hence, discourses of (in)competence may be reconceived, allowing for work practices to be viewed and felt beyond skill-based acquisitions to one where diverse and complex understandings of competence are foregrounded. Thus, a place where all early childhood work moments are viewed valuably, meaningfully, and equitably may be opened.</p>	<p>Ruby Batz, Courtney O'Grady and Megan Vihn (online)</p> <p>Kim Browne</p>	

Saturday, September 9, 2023

Time	Session	Presentation	Presenters	Room No.
8:30 am – 9:00 am	Notices			BS G.36 <a href="#">Zoom</a>
9:00 am – 10:30 am	Plenary	<p><b>Designing for Climate Justice Education in a Canadian City: Learning with Black Ecologies</b> In collaboration with Black families with young children attending Toronto schools, this project documents how climate justice education can be grounded in and responsive to Black urban families. Focus group discussions were engaged to gather insights on the families’ perspectives on climate injustice in the city, their ecological relationships, and the ways in which they would like education practice and policy to be responsive to the interrelated challenges of climate change and environmental precarity, including their disproportionately distributed effects. Findings are discussed in relation to possibilities for interdisciplinary and anti-oppressive climate justice education in urban Canadian contexts.</p> <p><b>And the beat goes on: Modern colonial societies, climate injustices and gross inequities in education</b> Indigenous languages help young children connect with and transition across diverse cultural groups, norms, and practices. In the context of Aotearoa/NZ these languages provide strong foundations for building relationships across the many diverse cultures of modern-day life. This presentation draws on young peoples’ discussions of the complexities of mātauranga Māori (Māori knowledge) juxtaposed with Western knowledge systems and raising the issues associated with the trauma of colonialism and climate change. Their perspectives challenge the fundamentals of colonial education systems which seek to maintain western dominance with the same psychological, philosophical, ideological, and material frameworks imported into NZ in the 1800s.</p> <p><b>Spiraling Relationality: Co-creating Anticolonial Pathways to Disrupt the Linearity of Time in Early Childhood Studies</b> Linear conceptions of time, as a chronology of progress, dominate and limit thinking in early childhood education. This paper delineates our commitment to disrupt these conceptualizations of time within early childhood teacher education programs by sharing how we employ the figure of the spiral to activate experimental methodologies that provoke students to attend to the nonlinear relationalities that continuously compose and re-compose humans/childhoods, place, time, and events. By orienting students to think through circular conceptions of time, they gain opportunities to resist hierarchical and colonial legacies and co-create anticolonial pedagogical pathways responsive to the unprecedented precarity of the present.</p>	<p>Fikile Nxumalo</p> <p>Mere Skerrett</p> <p>Iris Berger and Nancy van Groll</p>	<p>BS G.36 <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
<b>Concurrent Sessions (11:00 am – 12:30 pm)</b>				
11:00 am – 12:30 pm	Individual Papers	<p><b>Attuning to dynamic forms of energy-charged bodies in landscapes of high poverty</b> We think with Daniel Stern’s ‘forms of vitality’ to explore how skilled, early years teachers in an area of high poverty attune to the excess of energy-charged bodies. Children’s bodies are riven with the ineffable rhythms of place: affects of parents’ mental health issues, substance abuse and gangs. We focus on a moment when a teacher recognised one boy’s immanent ontological collapse and by connecting to the welling form of vitality, swerved the expression into a generative trajectory. By attuning to the ineffable that lies at the edges of actions, they connect via what humans have in common, bringing hope.</p> <p><b>Body-listening as an act of anthropocentric resistance</b> The majoritisation of spoken language together with the pathologisation of silence (MacLure, 2016; Runswick-Cole et al., 2016; Yergeau, 2018) create ontoepistemic injustices (Murriss, 2016) that constrain children’s more-than-sensory knowing in spaces not yet inhabited by words (Hackett, forthcoming). Improvising with minor gestures, almost imperceptible but nevertheless felt (Manning, 2017), is often how vibrant expression intra-actively emerges in fabulous strings of wordlessness that need no explanation (Barad, 2007; Hackett et al., 2020). This paper amplifies speculative pedagogies of body-listening-with these oddkin entanglements (Haraway, 2016) to create radical ontologies of expression that resist the anthropocentric elimination of not-talking in early childhood contexts.</p> <p><b>Vitality Pedagogies: Children’s Play Spaces in Australian Primary Schools Serving High Poverty Communities</b> In Australia, behaviour management pedagogies in primary schools are focussed on individual behaviour. These strategies fail to acknowledge why young children (4-11years) might ‘act out’. We argue for an alternative approaches that attune to affective movements, including movements of ‘acting out’. This paper explores how pedagogies of vitality on Yugambeh (Indigenous) land focussed on affective attunement between children, objects and more-than-human. ‘Loose-parts’ play, a integral part of vitality pedagogies, created new and emergent spaces where new ways of being and relating were enabled for children, teachers, parents and researchers.</p>	Gabrielle Ivinson  Ruth Churchill Dower  Parlo Singh, Andrew Barnes and Roberta Thompson	BS 3.21 <a href="#">Zoom</a>
	Individual Papers	<p><b>Leadership in Early Childhood Education: Towards a reconceptualization of care from a feminist approach</b> In Chile, the almost exclusive feminine composition of the ECE workforce represents an interesting site for leadership studies. Challenging the masculine codes dominating in ECE, leadership in this area includes a sense of vocation or "passion" for children’s care, development and learning, called Caring Leadership, which highlights an ethical component, building strong interpersonal relations and a genuine concern for wellbeing. Drawing from data of 12 ECE leaders members of a PLC in Chile, and through a feminist and critical theoretical framework this paper disseminates and troubles the construction of the main characteristics of Caring Leadership in ECE.</p>	Daniela Figueroa, Paula Guerra, Ximena Poblete Nuñez and Mery Rodriguez	BS 3.22 <a href="#">Zoom</a>



Time	Session	Presentation	Presenters	Room No.
		<p><b>Leading pedagogy in Australian early childhood education and care: Exploring relationality through human and more-than-human encounters</b> This paper explores how human and more-than-human relations might be known and used to reconceptualize pedagogical leadership in Australian early childhood education and care (ECEC). A broader understanding of how relational encounters intra-act through the complex material-discursive contexts of pedagogical leadership may illuminate previously unseen forces that affect how pedagogical leaders grapple with the complexity of their work. The findings of this project are expected to deepen current understandings of how early childhood professionals lead pedagogy, with important implications for initial teacher education programs in addition to the design, mode, and content of future professional learning.</p> <p><b>Rethinking Head Start teachers' professionalism through video-cued ethnography</b> Early Childhood Education has long been considered as a feminized field, as the overwhelming majority of the global workforce is female (Osgood, 2006). The long-standing issues (such as low compensation, emotional exhaustion, and high staff turnover rates), combined with the traditional image of women taking care of children created by a patriarchal society, have caused oppression and created a barrier for women in becoming recognized as professionals. Based on feminist theory, this study conducts a video-cued ethnography with a group of female preschool teachers to explore alternative stories about early childhood professionalism</p>	<p>Rachael Keating</p> <p>Yue Qi</p>	
	Panel	<p><b>Queer Activism: Pathways Changing the Architecture of Gender</b> Everyone is agentic even if constrained by social experiences that dehumanize LGBTQIA+ youth. Our panel draws on the symbolic ways in which queer individuals and children can transform social spaces when parents, teachers, children and librarians advocate. We merge the empirical landscape of conventional cross-national mixed-method research with the local activism of a librarian, allowing the voice(s) of two young children who participated in her pride family story time events and take-home programming. We engage with this data to inform and reform activist early childhood teacher education.</p>	<p>Janice Kroeger, Alex Gunn, Ashley Lauren Sullivan and Amberlee McGaughey</p>	<p>BS 3.23 <a href="#">Zoom</a></p>
	Individual Papers	<p><b>Thinking with the concept of preschool-naturing</b> In a time when humans relationship to nature is high on the agenda, we need to look beyond categories that shape preschool practice and investigate how nature is done. In a hybrid understanding of the world where everything is nature and culture, also constantly connecting, disconnecting, and reconnecting, this is a try to use a concept for investigating taken for granted assumptions concerning nature and preschool. When it comes to practice, we enact with the world to create meaning and actions. How can the concept of preschool-naturing be used as an analytical tool to investigate nature's role in preschool?</p> <p><b>Teacher Myths of implementing sustainability practices in early childhood classrooms</b></p>	<p>Sanne Björklund (online)</p> <p>Janette Habashi,</p>	<p>BS 3.24 <a href="#">Zoom</a></p>



Time	Session	Presentation	Presenters	Room No.
		<p>This participatory action research investigated how early childhood (EC) educators engage in sustainability practices within localized contexts. Primary aims of the study is to understand educators' beliefs about sustainability, how educators identify sustainability practices, and how sustainability beliefs and practices are implemented in EC programs and how it is impacting children's agency in the classroom. EC educators participated in a series of learning sessions and interviews. Findings expose 3 myths; sustainability is hard and inappropriate for young children, is a moving target, and bridging the divide between environmental, social, and economic justice in communities of practice.</p> <p><b>A Call to Rewild Froebel's Kindergarten</b>  This paper has its roots firmly established within the Froebelian kindergarten yet seeks a metaphoric pathway along which Froebelian theory walks comfortably hand in hand with permaculture principles through the cataclysmic ecological times we exist within. Educationally this ruinous era is represented by the monoculture of England's Early Years Foundation Stage Framework (EYFS). Permaculture principles lead towards more sustainable gardening practises within the kindergarten. The horizon visible from this pathway suggests sector adaptation: mycorrhizal interconnection possibilities for the child, their ECE practitioners and their physical place - an emancipatory space for all: the 'kinderforst' (James, 2022).</p>	<p>Ingrid Anderson and Lacey Peters</p> <p>Clair James</p>	
	Individual Papers	<p><b>“Being or becoming safe?” Attachment-theory; the dilemma of constructing children -present and future implications.</b>  In this paper, I seek to discuss the purpose of attachment theory in the wake of a study conducted with eleven kindergarten teachers in Norway in the spring of 2021, using an evidence-based program as part of their daily practice. During the interview, I noticed that the kindergarten teachers using attachment theory are hung up in the phrase “keeping children safe.” It made me wonder how these shapes or construct their present thinking of children, the future consequences for them, and the kindergarten teachers' professional practice.</p> <p><b>“Covid-19 has appeared at the dark side of the Planet, has it?”</b>  This paper discusses children's and teachers' pathways in exploring existential questions within ECEC and their connections to the purpose of education. We bring the concept of “lifelife pedagogy” shaped by pedagogical thinking of Aleksandra Marjanovic (1987) and life-affirming philosophy of Henri Bergson (2007), and counterpoint it with Terry Eagleton's notion of evil as an expression of isolation and lifelessness (2011). Furthermore, we present an example from our action research which shows importance of staying with children's questions and their excitement brought by the forces of connection and lifefulness, but also with the disturbances provoked by phenomena of isolation and lifelessness.</p> <p><b>Growing Healthy Minds, Bodies and Communities; A Mixed Methods Study of a Yoga and Mindfulness Curriculum in the Mississippi Delta</b></p>	<p>Elin Førde</p> <p>Masa Avramovic and Kristina Pautkina (online)</p> <p>Kenya Wolff and Alicia Stapp</p>	<p>BS 3.25  <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		This session will reflect on our journey as the developers of the Growing Healthy Minds, Bodies and Communities Program. Created to address specific issues in Mississippi, including high rates of racial segregation, poverty and obesity, the PreK curriculum integrates critical yoga and mindfulness practices, nutrition and gardening, and anti-bias approaches with academic standards. We will report on the promising results from four years of mixed methods research projects that examine the curriculum's impact, (including photos and videos), along with some of the challenges and lessons we've encountered along the way.		
	Panel	<p><b>Pathways through play: Re-conceptualizing play and work from multiple perspectives</b></p> <p>The three papers consider playing and working from the perspectives of different types of provision including, forest schools, playwork and community play.</p> <p>A themed panel delivered in person. PowerPoint and themed interviews followed by a discussion open to the floor</p> <p>Playwork is an evolving academic field which is of increasing interest to multi-disciplinary research and practice from early years educators, urban geographers, health professionals, youth workers and community activists amongst others (King and Newstead, 2021). The forum cultivates discussion around principles of play and playwork which have been initiated through knowledge exchange partnerships within and between academics and playwork practitioners.</p>	Linda Shaw, Dalvir Gill, Tracey Martin Millward, Shelly Newstead and Ross Podyma	BS 3.26 <a href="#">Zoom</a>
	Panel	<p><b>Being with Babies in the City: Reimagining the city through babies' everyday material entanglements with the landscape</b></p> <p>This session brings together current research and practice from institutions based in Manchester in relation to experiences of the urban milieu by babies and families. Alongside current examples of work, this session will include practical activities engaging with data, images and artifacts to reimagine the city. Current work presented include The Lions Den, a gallery space dedicated to young children and families; walking-with as a world making practice through local baby walking groups; and, using discursive writing practices to tap into the affective nature of babies in the city.</p>	Ruth Boycott-Garnett, Louise Platt and Katy McCall	BS 3.27 <a href="#">Zoom</a>
	Workshop	<p><b>What does slow enable? Wandering along multidirectional pathways outside and beyond the progress trajectories of early childhood education and care</b></p> <p>Our workshop explores slowness as an alternative to progress narratives in early childhood. We are concerned that narrow conceptualisations marginalise experimental and playful pedagogies. In this alternative session we wander along multidirectional pathways. From here we think-with spatiality, materiality and temporality and how making and doing contribute to a slow re-envisioning. In slowing down we play with notions of repair, care-ethics, and relationalities to offer other ways of conferencing that resist the continual marching advance of progress. We invite participants to pause and be curious about the ephemeral and open-ended rhythms of early childhood's human and more-than-human world.</p>	Alison Clark, Jo Albin-Clark and Nikki Fairchild	BS 3.28 <a href="#">Zoom</a>
	Panel	<p><b>Imagining and crafting alternative childhood pathways: Wayfindings and provocations of RECE 'elders'</b></p>	Marcella Montserrat	BS 3.14 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
		This interactive panel engages 'RECE elders' in dialogue reflecting on their journeys - imagining and crafting alternative pathways that have provoked critical possibilities, dilemmas, and reconceptualist scholarship. Panelists reflect on experiences of making the road while walking it and their views on the most pressing questions facing the interdisciplinary field of early childhood care and education. We discuss geo-political constructions of early education and care with a focus on global childhoods in the context of the anthropocene, a global refugee crisis, and ways that childhoods can be understood. Our moderated dialogue raises provocations for audience discussion.	Fonseca Bustos, Mathias Urban, Marianne Bloch, Michael O'Loughlin, Jenny Ritchie, Beth Swadener and Nicola Yelland	
	Workshop	<b>Where Are We and How Did We Get Here? : An Interactive Arts' Exploration of Individual and Collective Journeys to Justice</b> This highly participatory and interactive invites participants to name and explore their individual and collective identities, histories, oppressions, mentors, learnings, challenges and affordances in their journey to becoming justice educators. Drawing on narrative inquiry process and using critical race storytelling, those in attendance will create a graphic representation of their journeys, understood as spirals, sites of conflict and contradictions, both messy and non-linear. The session will explore issues of voice, power, marginality and intersectionality as we witness and respond to the stories of others in order to illuminate shared possibilities for change and collaboration in the pursuit of social justice.	Mara Sapon-Shevin	BS 3.15 <a href="#">Zoom</a>
<b>Lunch/ Business Meeting (12:30 pm – 2:00 pm) BS G.36 <a href="#">Zoom</a></b>				
<b>Concurrent Sessions (2:00– 3:30 pm)</b>				
2:00pm – 3:30 pm	Individual Papers	<b>Transforming Home-School Connections through Restorative Justice: Applying the Five Pedagogical Stances to Conceptualizing and Teaching Family Engagement</b> This paper looks at home-school connections through Winn's 5 Pedagogical Stances: History Matters, Race Matters, Justice Matters, Language Matters, and Futures Matter (Winn 2018;Winn & Winn, 2021, p. 4) to consider how these stances may help us reconceptualize family engagement. While this is a theoretical exploration with the goal of reshaping how we teach family engagement to pre-service and in-service early childhood and early elementary educators, this presentation will also engage with representative vignettes from a multi-year ethnographic study of family engagement.  <b>Enlivening preschool curriculum through culturally- and community-grounded partnerships</b> This panel examines culturally- and community-grounded preschool partnerships. In the first paper, a lab school director reflects on leveraging campus partnerships to explore new lines of flight in the preschool curriculum. In resistance to the universal developmentalism of prescriptive standards and curriculum, the paper includes implications for the pursuit of cultural and community knowledge through guided participation. The second paper is a qualitative case study of a preschool curriculum project about family narratives. Data included audio recordings, photos, and observational notes, which were used to develop a rich description of families' and educators' experiences co-constructing curriculum around families' cultural knowledge.	Anne Valauri             Hannah Kye and Leah Walker (2 papers)	BS 3.21 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
	Individual Papers	<p><b>Disability Theory and Childhood Studies: Moving Towards a Social Relational Approach</b>            Within childhood studies, various theoretical approaches have emerged in resistance to developmentalism. Similarly, within disability studies different approaches have arisen in resistance to the medical model. However, we propose that intersectional theoretical approaches, and staying grounded in the everyday lives of children is critical in childhood studies. In this paper we draw on findings from the Inclusive Early Childhood Service System project to examine the benefits of using a social relational approach that embraces questions of justice and recognizes the histories of disability services informed by normative framings of children’s lives that are implicated in colonisation, racism, and poverty.</p> <p><b>Holding mad kids in community: Pathways toward recommoning iniatives</b>            Too often, primary education serves as an ideological apparatus under capitalism to construct productive workers. However, certain children are atomized as deficient workers--disabled or mad--and biopolitical self-governance technologies have replaced more collectivist social welfare programs. In this paper, I apply a mad studies theoretical perspective to empirical data from a grade 1 U.S. classroom where students engaged in sanist and ableist behaviors, teasing and harassing a non-speaking classmate, and where the teacher developed a unit on hidden disabilities to address the harassment. We will explore how recommoning initiatives—critical literacy, transformative justice—push back against neoliberal disabling processes.</p>	<p>Kathryn Underwood and Abneet Atwal (online)</p> <p>Scott Ritchie (Online)</p>	<p>BS 3.22  <a href="#">Zoom</a></p>
	Individual Papers	<p><b>Conflict as Care: Exploring Agonist Peer Relations in the Infant/Toddler Classroom</b>            In Euro-Western cultures of early childhood education, conflict is often framed as a disruptive and negative force that is antithetical to the “ideal” classroom environment. However, critical early childhood scholars have begun to reconceptualize conflict in early childhood classroom dynamics, exploring its potential for supporting current and future democratic participation for young children. This paper draws upon data from a feminist ethnography of care practices in an infant/toddler classroom, blending Chantal Mouffe’s theory of the democratic paradox with ethics of care theorizing to explore how teachers’ support of agonist peer conflict comprises a politically and ethically aligned form of care.</p> <p><b>Weaving Affect and Philosophy in a Community of Inquiry with Children</b>            I present a Non-Canonical Philosophy with children (NCP) - a kind of philosophy based primarily on ideas from non-Western philosophy, and which values affect and emotion just as much as reasoning and argumentation. The paper draws on a two-year study in one Toronto, Canada elementary school at which children’s relationships to the provincial curriculum are examined, and the integration of philosophy in pedagogical activities is explored. I argue that the exclusion of non-Western sources of knowledge</p>	<p>Cassie Sorrells (online)</p> <p>Nikki Rotas (online)</p>	<p>BS 3.23  <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		<p>from curricula is pedagogical and epistemically unjustified, and further articulate the importance of affect and emotion in the learning process of the child.</p> <p><b>Twisting paths: Chasing Play through the Affective Field of Kindergarten Practice</b>            In this paper, we discuss the possible understanding of play on the affective field, not as an activity but as a continuous process of shaping and reshaping, emerging from upheavals, becoming through motion with excess and through faith in the common process. We want to point out the educational potentials of such an understanding, but also the tensions by which play is framed, shaped, faced, (but also) being played with and being developed from/against in the porous affective field of the kindergarten practice.</p>	<p>Nevena Mitranić and Živka Krnjaja (Online)</p>	
	<p>Individual Papers</p>	<p><b>The everyday geographies of throughways: Space(s) for more-than-human liminality in a mundane early childhood praxis</b>            Drawing on data events from a long-term post-qualitative inquiry with young children and a posthuman theoretical framing, this paper grounds itself in the concept of liminality – both figuratively and literally – to explore the novel pedagogical possibilities inherent in the hallways and thresholds of an early years centre. Moving through the hallways and waiting at the thresholds are theorized as engagements of more-than-human geography, wherein the material-discursive topography of throughways informs what school could be(come) for young children and their teachers on any given day.</p> <p><b>Creating Pathways of Mother-Child Relations with Vital Materiality</b>            Working with the concept of vital materialism to depict the relationship between human and non-human "bodies," I will explore pathways of vitality affects that formed an important part of my son's emotional and physical world during a moment of family separation, travel, and newness. As a means of thinking about aliveness, vitality emphasizes things (both human and nonhuman) in motion, and their potentiality and trajectory that are irreducible to one another. I chronicle the surprising encounters and opportunities that play, reading, and making orchestrated a child and his mother's experience in separation, love, fear, and anxiety.</p> <p><b>Backpacks and school borders: Exploring how agentic objects cross borders and follow pathways, connecting home and school and impacting parent engagement in ECE settings</b>            Backpacks are potential spaces where home and school cultures meet and intra-act (Barad, 2007) in ECE settings. Historically, schools have taken ownership of teaching and learning (Pushor, 2001; 2012), upholding a hegemony of education (Goodall &amp; Montgomery, 2014) wherein backpacks have acted as borders (Anzaldúa, 2022) enforcing schoolcentric (Lawson, 2003) ideals. Within this paper, I use diffractive methodology (Barad, 2014), visual narrative inquiry (Bach, 2012), and collage (Gerstenblatt, 2013) to explore how children, parents, and non-human participants navigate border crossing pathways (Clandinin &amp; Rosiak, 2007) between home and</p>	<p>Casey Myers</p> <p>Kimberly Powell</p> <p>Esther Maeers</p>	<p>BS 3.24  <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		school, and how backpacks are underappreciated spaces where parent engagement occurs.		
	Panel	<p><b>Thinking with Anna Tsing: Possibilities and Provocations for Researching Young Children’s Everyday Practices</b></p> <p>In this session, we present three papers that think about the everyday lives of young people in relation to Anna Tsing’s concepts of the art of noticing and the rush of troubled stories. We each explore the relational assemblages of the human and more-than-human to highlight how thinking with mycelial concepts opens new pathways in understanding and researching young children’s worldmaking practices and discuss the importance of listening to children’s geographies to better acquaint ourselves with the polyphonic rhythms of living on a damaged planet.</p>	Jaye Johnson Thiel, Kimberly Lenters and Ronna Mosher	BS 3.25 <a href="#">Zoom</a>
	Panel	<p><b>DAP’s place in teacher education: A diversity of perspectives, challenges and possibilities</b></p> <p>Guidelines for developmentally appropriate practices (DAP) in early childhood education, first published in 1986 by the US-based National Association for the Education of Young Children (NAEYC), have informed and provoked the field of early education. In spite of its popularity, DAP has also been criticized, leading to multiple revisions. Panelists and audience will engage in a dialogue about challenges and possibilities of DAP for ECE teacher education. We ask, how might this most recent revised edition be used to actually promote more ethical and equitable early care and education in the US and globally, through a reconceptualized teacher education?</p>	Cristina Gillanders, Rebecca Staples New, Chiharu Uchida and Karen La Paro (Online)	BS 3.26 <a href="#">Zoom</a>
	Individual Papers	<p><b>Social Justice Integration in STEM Content with Early Childhood Education Preservice Teachers</b></p> <p>Integration of social justice education into STEM, allows teachers of young children have the opportunity to “affirm, model, and sustain socially just learning environments for all participants” (Adams, 2016, p. 27), connect children to their world, and support their agency and voices (Fennimore &amp; Goodwin, 2011). Integration of social justice practices within STEM content areas supports inclusion of marginalized perspectives (Tan, Barton, Turner, &amp; Gutiérrez, 2012). During fieldwork pre-service teachers implement knowledge acquired from coursework and practice. This multi-case study examines pre-service teachers’ use of social justice pedagogies in planning and enactment of STEM lessons during teacher preparation field experience.</p> <p><b>Pathways to meaning: Children’s aesthetic interpretations of STEM</b></p> <p>Teachers are increasingly expected to adopt STEM approaches with young children, combining science, technology, engineering, and mathematics domains to develop higher order skills. We argue that an aesthetic component (STEAM) allows learners to demonstrate STEM knowledge. Using data from STEM sessions where children (5-8 years) expressed engineering knowledge through personal responses to a shared story, we think differently about learning by examining the social practices where material (human and non-human), discursive, and spatial resources converge in (intra)relationships. We examine children’s pathways to demonstrating engineering knowledge through The Arts as a means to empowerment of children as knowledge</p>	Elyse Ledford (online)          Jessica Mantei and Lisa Kervin (Online)	BS 3.27 <a href="#">Zoom</a>



Time	Session	Presentation	Presenters	Room No.
		<p>creators and sharers.</p> <p><b>Prioritizing Early Childhood and Elementary STEAM Education: A Panacea for Inclusive and Sustainable STEAM Development in Ghana</b></p> <p>This research focuses on the importance of beginning STEAM initiatives as early as possible in early childhood and elementary education, particularly in countries like Ghana who have yet to implement such policies in their educational system. The research used a semi-systematic literature review approach, allegorical method and a touch of autoethnographic. The study revealed beginning STEAM education at young age gives students the opportunity they need to become effective problem solvers and build positive attitudes towards future STEAM learnings. Prevalent misunderstanding about early years education were highlighted in the study as a barrier to their successful implementation in Ghana.</p>	<p>Matthew Nyaaba, Bismark Nyaaba Akanzire and Salamatu Haruna Mohammed (Online)</p>	
	Workshop	<p><b>(un)covering bindings: touching the threads of siege - a performative event</b></p> <p>(un)covering bindings is a performative event displaying two ongoing works, Signals (plant dyed maritime signal flags, Gaza, Hardanger, 2022 -) and Throws of Occupation (knitted throws, showing annual statistics of people being killed in Palestine and Israel 2019 - ) made during their doctoral research in ECE in Gaza. They will create a potential affective space where continuous work of threadly mapping can unfold. The participants will have access to text(ile)s and audios that connect them with absence/presence of Gaza, in transversal time as perspectives of past, present and time to come. We welcome listening, conversations, making and co-crafting.</p>	<p>Mona Nicolaysen and Marie Skeie</p>	<p>BS 3.14 <a href="#">Zoom</a></p>
	Panel	<p><b>Hide and Seek: An Intralude</b></p> <p>We live in a culture that values being seen and heard. This performance dramatizes the affordances and constraints of the visibility injunction under which we live. Working with Winnicott’s dictum — “it’s a joy to be hidden but a disaster not to be found” — we rethink hiddenness and not-found-ness as a reconceptualization of pedagogical orientations and assumptions. Through our own performative mapping — the weaving and reweaving of verbal, musical, visual, theoretical and emotional narratives — we play a game of hide and seek as a provocation for the audience to participate in its own engagements with the hidden.</p>	<p>Sonja Arndt, Chelsea Daelyn Bailey and Jonathan Silin</p>	<p>BS 3.15 <a href="#">Zoom</a></p>
	Panel	<p><b>Speculating, wandering and thinking with Fröbel’s world-making philosophies of play.</b></p> <p>With the Gifts, Fröbel advanced a concept of play as world-making where children appropriate materials to dynamically internalise and externalise nature’s unity. We are interested in his belief that play, as self-activity, generates a felt “premonition of the internal connection of life” (Fröbel in Wasmuth, 2020, p.74). Composed of four papers, the panel explores these threads of thinking in relation to contemporary pathways for research and practice, drawing from process philosophies, urban geographies of childhood, speculative spatial thinking in art and design, and embodied mathematics.</p>	<p>Christina MacRae, Laura Trafi-Prats, Maggie MacLure, Ricardo Nemirovsky, Denisa Kollarová and Tam Dibley</p>	<p>BS 3.16 <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
<b>Concurrent Sessions (4:00 pm – 5:30 pm)</b>				
4:00 pm – 5:30 pm	Individual Papers	<p><b>Pathways to the Aesthetics, Ethics and Politics of Early Childhood Education and Care</b></p> <p>This paper explores pathways to the aesthetics, ethics and politics of Early Childhood Education and Care (ECEC) through metaphysical and philosophical perspectives on place and time (Bergson 1889/2013, 1907/2007; Rancière 1995, 2012) as well as through investigating the growing paradigm of The Commons (Pechtelidis &amp; Kioupkiolis 2020). The paper explores philosophical pathways so far less travelled in ECEC and relates these to urgent questions in the everyday life of children and educators in Nordic ECEC, such as a) an uneven and unequal distribution of public places for education, b) a culture of result-orientation, and c) an individualistic approach to education.</p> <p><b>In These Times of Crisis, Who is Worth our Care?</b></p> <p>We are in a time of political and ideological divisiveness. As teachers/caregivers, we find ourselves working with children, families, and university students whose beliefs and behaviors represent the “other side” and toward whom we often experience distaste, disapproval, or even hatred. In this paper, we draw on psychoanalytic theory and practice to explore our responsibilities to those we work with whom we do not like. We propose that idealized hopes and dystopian fears about our clients’/students’ futures makes it difficult for us to be present to them even as we wrestle with our ethical responsibilities as caregivers and teachers.</p>	<p>Liselott Mariett Olsson and Nina Johannesen</p> <p>Gail Boldt and Joseph Tobin</p>	<p>BS 3.21</p> <p><a href="#">Zoom</a></p>
	Individual Papers	<p><b>Mana and manaakitanga: A posthuman creativities view on bicultural teaching and learning in an ECE setting in Aotearoa New Zealand</b></p> <p>The crucial Māori concept of mana indicates power, worth, and authority. Manaakitanga refers to upholding mana; this can be enacted through response-able caring. This presentation starts from videoclip data from research into how bicultural teaching and learning are lived in an ECE centre in Aotearoa New Zealand. A child links the mangōpare, hammerhead shark, with power as he shows caring concern for a child who has been hurt. A posthuman creativities approach explores interconnections among Māori and posthumanist concepts and theories, policies and practices of bicultural teaching and learning, and human and nonhuman bodies in an ECE environment.</p> <p><b>More-Than-Human and More-Than-Digital Play: The Case of Young Children’s Collecting</b></p> <p>Plugging into posthuman approaches to literacy, and the concept of the postdigital, this ethnographic study explores young gaming-interested children’s playful collecting on digital devices and in nature. Preliminary findings indicate that the young children’s collections are leaky and unsettled. The items collected are often randomly selected or seemingly appear inexplicably. The children enjoy doing the collecting rather than being motivated to amass a collection that performs some function. Furthermore, encountering collectibles on diverse interfaces is felt similarly through recognizable affects. Extending slug collecting beyond human meaning-making, and extending</p>	<p>Alison Warren</p> <p>Kenneth Pettersen</p>	<p>BS 3.22</p> <p><a href="#">Zoom</a></p>



Time	Session	Presentation	Presenters	Room No.
		<p>gaming beyond the digital device, they engage in more-than-human and more-than-digital play.</p> <p><b>Diffraction with/through a more-than-human lullaby: (re)conceptualising early child/hood and literacy in the school</b></p> <p>The child of literacy is thought under specific boundaries. The language this child is assessed/encouraged to use often denies her own and other bodies (Hackett et al., 2021) and can play a colonising role (Viruru, 2001). In this paper, we discuss these problematics through a diffractive reading of a phenomenon (Barad, 2007; Lenz Taguchi, 2012). We read our ‘data’ while engaging with ‘Agential Realism’ (Barad, 2007) and the ‘posthuman child’ (Murriss, 2016). Our diffractions point out to otherwise ways of thinking childhood and literacy through honoring that which is ephemeral, relational, and unpredictable in more-than-human ‘becoming’ (Deleuze &amp; Guattari, 1987).</p>	<p>Giovanna Caetano-Silva, Alejandra Pacheco-Costa and Fernando Guzmán-Simón (online)</p>	
	Individual Papers	<p><b>A Polyphonic Atlas of Spontaneous Compositions: First Graders’ Contrafactual Reharmonizations of Everyday Educational Understandings</b></p> <p>This is a piece of sonic scholarship. Parallel to visual forms of non-textual representation (e.g., ethnographic film), sonic scholarship is complete unto itself without the need of additional textual explication. The focus of this work is how first graders’ knowledge of place and space are reinterpretations of organization and content that parallel deep compositional and melodic choices jazz musicians use in composition and improvisation. Combined, this work forms a polypyonic atlas, an ordering of the world that expresses children’s expertise in negotiating sociocultural norms and values, questions of space and place, and the significance of spontaneous composing in everyday schooling.</p> <p><b>Theoretical and empirical wonderings about children’s belonging and place in the Arctic areas</b></p> <p>We explore children’s belonging in their relations to place in the era of climate change in the Arctic areas. Belonging is conceptualised as a phenomenon that takes place not only in social relations between humans, but also in human beings’ sensory encounters with places and landscape. We seek to gain more knowledge about environmental changes from the perspectives of children themselves based on our ethnographic studies. In this presentation, we propose and discuss a question that how could these children’s sensory encounters with the places and landscape be positioned as ways of fostering more sustainable futures in early childhood education?</p>	<p>Walter Gershon</p> <p>Jaana Juutinen and Sidsel Boldermo</p>	<p>BS 3.23 <a href="#">Zoom</a></p>
	Individual Papers	<p><b>Does “good teacher” equal “good girl”? Grappling with emotion and discourses of control in early childhood teaching</b></p> <p>This paper engages self-reflexive narrative teacher research data to grapple with moments of emotional control in early childhood teaching practices. The author explores the “good-girl-ness” (Miller, 2005) of emotional control as it influences discourses of “good” teaching in a toddler classroom. Through a research process of deconstruction and resignification, the teacher as emotional subject is re-presented and</p>	<p>Emmanuelle Fincham (Online)</p>	<p>BS 3.24 <a href="#">Zoom</a></p>

Time	Session	Presentation	Presenters	Room No.
		<p>future directions for research are discussed.</p> <p><b>Teaching children who live in poverty: A review of the literature</b> The session is based on a critical review of the literature on teaching children who live in poverty. Traditionally, research has considered the long term likely effects for those children who live in poverty including the facts and statistics concerning the negative impact on their lives as adults. More recently, research has broadened the focus to other areas such as teacher education programmes, teacher perspectives on teaching children who live in material deprivation and importantly, the perceptions and perspectives of children themselves. This session will discuss poverty discourses, theoretical approaches, recent research and implications for practice.</p> <p><b>Traversing migratory routes: pathways and interconnectedness in the lives of young refugee children</b> Narratives of refugee children are often framed in relation to disruption, separations, and conformity. What if we emphasize connections, heterogeneity and fluidity, foreground multiplicities and interdependencies to deepen our understanding of their lives? This presentation offers an alternate frame, one that makes visible the pathways refugee children traverse by presenting their stories. It reveals their agency that exists along with their vulnerability, presents their narratives of fear and longing, despair and hope. It sheds light on how through stories new relations are created and attached, allowing new paths to emerge from our collective witnessing of human experiences.</p>	<p>Lesley Robinson</p> <p>Nidhi Menon (Online)</p>	
	Individual Papers	<p><b>Walking-with Young Children in Racialized Place(s)</b> This study aims to ask the following: 1) What are different modes of learning about racial identity that young children can generate while walking-with in District of Columbia, USA? 2) In what ways would walking-with give children knowledge about themselves and their world? This presentation will present our initial understandings of several events of walking-with a young child of color in DC and the process of entanglement with DC's past, racial injustices throughout video, still images, and conversations during the walk and after. This study highlights walking-with-a-place can invite early childhood educators to retell racial histories with young children.</p> <p><b>Courageous Critical Conversations</b> We examine the experiences of teachers in their learning about, identification with, understanding and implementation of courageous critical conversations (on the topics of race, class, gender, privilege, sexuality, racial violence) in their early elementary (TK-4) curricula. We explore the successes and challenges teachers face, and examine how direct practice in norming and rehearsals in leading courageous critical conversations impacts teachers' knowledge and confidence with these conversations. We identify practices that are useful to teachers in leading courageous critical conversations as well as analyzing teacher growth in, comfort around, and likelihood to engage in courageous critical conversations in the elementary classroom.</p>	<p>Sung Ryung Lyu and Kara Roop Miheretu (Online)</p> <p>Lisel Murdock-Perriera, Rayna Fujii and Rosela Balinbin Santos</p>	BS 3.25 <a href="#">Zoom</a>
	Panel	<b>The early childhood educator: Critical conversations in feminist theory</b>	Rachel Langford,	BS 3.26

Time	Session	Presentation	Presenters	Room No.
		This interactive session introduces participants to a recently published anthology, <i>The early childhood educator: Critical conversations in feminist theory</i> , that examines a range of contemporary feminist theories in relation to the subjectivity of the early childhood educator. In this session, chapter authors who focused on feminist new materialism, feminist care ethics and femme theory share their thinking and writing. The volume's editors explore solidarities and tensions between feminist theories to generate critical conversations about the subjectivity, work, lived experiences and agency of early childhood educators.	Brooke Richerdson, Adam Davies, Alana Powell, Melinda Bruce, Gunilla Dahlberg and Ann Merete Otterstad	<a href="#">Zoom</a>
	Panel	<b>Curriculum, social justice, &amp; higher education: Advancing justice in an early childhood education program.</b> This panel will share ways in which their early childhood program creates policies to support student success and reexamine program curriculum to focus on social justice. This includes implementing policies that support student-parents/caregivers and constantly addressing curricular issues to incorporate socially just philosophies throughout the program. By implementing these strategies and fostering a culture of equity and critical thinking, we can work towards creating more inclusive and equitable spaces for all students in our early childhood program.	Marisol Diaz, and Michelle DeJohnette	BS 3.27 <a href="#">Zoom</a>
	Panel	<b>Poking holes in the unassailabilities: Denaturalizing the images of the patriotic, healthy, and joyful child</b> Dominant narratives in early childhood education create universal pathways of who the child should be. Our panel aims to interrogate three of these taken-for-granted narratives—the patriotic child, the healthy child, and the joyful child. Based on post-structural studies and postcolonial studies, each article historicizes individual concepts to bring them into a larger conversation with RECE participants. Each author analyzes education policy texts and investigates how these discourses make homogeneities and produce inclusions and exclusions. Our panel contributes to deconstructing the narratives of 'normal' and 'universal' children and pokes holes in these conceptualizations to open space for alternatives.	Meredith Whye, Xue Yin and Chushan Wu (Online)	BS3.28 <a href="#">Zoom</a>
	Workshop	<b>Making Fools of Ourselves: Our bodies as accomplices in upending a global crisis of imagination and possibility</b> Our pathways to “where we want to go” are bound to be filled with twists, turns, milestones, and mistakes. Guided by visionary abolitionist praxis and cross-cultural archetypes of The Fool, this workshop will explore tools and skills needed for actualizing re-imagined versions of ourselves, education systems, and children's futures. Experiential practices such as Theater of the Oppressed, art, and mindfulness will provide embodied opportunities for participants to play at the edge of possibility, be comfortable with discomfort, and foolish with pride. Join us to embody the wisdom of The Fool!	Seneca Beth Miller and James-Amutabi Connie Haines	BS 3.14 <a href="#">Zoom</a>
	Panel	<b>Sea-ing Differently; an exploration of children's watery entanglements in an ocean city.</b> Young children's engagement with the sea is often positioned within an extractive	Marie Lavelle, Karen Wickett and Kayla Parker	B.3.15 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
		discourse, highlighting what can be gained from nature encounters. For children living in places of economic and social disadvantage, the distance is often assumed to be greater. In this project we move away from this deficit discourse to explore how the sea is entangled in young children's lives around and away from the land/sea binary boundary. Drawing on post-humanist and critical new materialist philosophies, three perspectives of research-in-practice enlivened with sound, film, audio and the visuals created with and by children are brought to play.		
	Workshop	<b>Bereavement as a Decolonial tool. The pain to discover, to unleash, and to shed colonial learnings of belonging.</b> Through pláticas, three higher education faculty work to build a reflective pedagogical space. There, bereavement would become a decolonial tool to unlearn, unleash, and shed colonial learnings of socially belonging as racialized, multilingual, foreign-born, mature daughters, sisters, mothers. An extra layer is added into this space as the bereavement may happen in our own physical bodies, our living spaces, our professional spaces, in the global impact of climate change as well as in the impact of memories and time while at home, abroad and in diaspora. Conversations are shared in the form of poetry.	Miryam Espinosa-Dulanto, Vejoya Viren and Freyca Calderon (Online)	BS 3.16 <a href="#">Zoom</a>
<b>Conference Dinner (7:00 pm – 10:00 pm)</b>				

### Sunday, September 10, 2023

Time	Session	Presentation	Presenters	Room No.
8:30 am – 9:00 am	Notices			BS G.36 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
<b>Concurrent Sessions (9:00 am – 10:30 am)</b>				
9:00 am – 10:30 am	Individual Papers	<p><b>Modest supplementations: Reverberations and radical estrangements in public pedagogical documentation</b></p> <p>Our conceptual paper presentation positions virtual public pedagogical documentation as an ethical and political provocation. We are inspired by performance art scholar Amelia Jones (1997) who approaches and thinks with live performance art by intentionally engaging with it through others' documentation as supplementary to the artistic events. In this way Jones challenges fixed subjectivities and radically interrupts a privileged 'truth'. Following Jones, we engage with an archive of public pedagogical documentation in the early years in order to provide a radical challenge to what is normalized in educational hegemony while reverberating and materializing modest pathways into otherwise futures.</p> <p><b>Dialogues with Art-Making and Installation: (Re)emphasizing Children's Presence in City Spaces</b></p> <p>Young children increasingly live with geographies shaped, in part, by their relation to ongoing and rapidly accelerating effects of human-induced climate change and environmental degradation, while their presence(s), perspectives and desires are often under-represented at the municipal level. In this presentation we share from an in-progress inquiry with children at a public art gallery and within the downtown core of Kamloops, British Columbia, Canada. We think with arts-based pedagogical experimentation and city walks to create possibilities for new theoretical and pedagogical approaches that collaborate with and amplify the complex relations between children and the cities-in-crisis they stand to inherit.</p> <p><b>Staining worlds: Creating a palette of place for precarious times</b></p> <p>This paper engages with a pedagogical method of ink making as a way of knowing (Chapman &amp; Sawchuk, 2012) and ways of relating with a place (Styres, 2011). Documenting the doing of research as walking, gathering and foraging, this work embodies a research creation methodology (Loveless, 2019) as pedagogical narration by/with colour. An alchemy of palette with buckthorn, sumac, wild grapes, found copper, black walnut, pokeberry, and goldenrod foregrounds collaboration with more-than-humans in research. Staining worlds contributes to the Climate Action Network (CAN) project, an international collaborative researching climate change pedagogies with young children.</p>	<p>Teresa Humphrey, Alicja Frankowski and Lisa Johnston</p> <p>Cory Jobb and Teresa Smith</p> <p>Sarah Hennessy</p>	BS 3.22 <a href="#">Zoom</a>
	Individual Papers	<p><b>Walking through semiotic landscape with multilingual children: a way to explore participation and engagement</b></p> <p>Children in preschool are a part of a semiotic landscape every day. This paper will present findings on how multilingual children perceive the semiotic landscape in preschool and how they engage with it. Whether and to what extent they have the possibility to affect the semiotic landscape will also be considered. Utilizing walking interviews, the children will be interviewed in the preschool, in the semiotic landscape they are part of daily, to explore the children's perception, participation and engagement with the semiotic landscape.</p>	Martin Fjeld Drinkwater	BS 3.23 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
		<p><b>Aiming 50/50 bilingualism: A case of Head Start classroom in Pennsylvania</b> In this paper, a bilingual preschool teacher and an ethnographer share the result of a year-long ethnographic/participatory action research about a Head Start classroom in New Immigrant Settlement in Pennsylvania. Our framework relies on critical consciousness in dual language bilingual education (Dorner et al., 2022), and we critically look at current conditions and practice and seek a way to establish 50/50 bilingualism (Spanish / English) among students within regulations as a regular classroom, not a bilingual classroom, of Head Start program.</p> <p><b>Pathways of language competencies in tension for young Latiné children in the rural Midwest</b> Notions about what is valuable knowledge reveals issues of power and influence (Soto and Swadener, 2005). This study examines hip-hop literacy Español afterschool heritage language program for recent Latin American immigrant multi-language learners (MLL) in a Midwest school. Research questions address opportunities and processes to learn literacy competencies through the hip-hop program and examines how these opportunities are impacted by white supremacy power dynamics. This research adds to the literature that addresses nuances, ambiguities, and complexities for young Latiné children to learn language and examines what are valued linguistic competencies in and out of formal school in the rural Midwest.</p>	<p>Kiyomi Umezawa and Tatiana Villar (Online)</p> <p>Laura Edwards (Online)</p>	
	Individual Papers	<p><b>Transforming knowledge through place-based education: walking, storying and reading the land with young children</b> Place-based education provides the conceptual frame. Two papers explore ways in which walking, reading and storying the land with young children, teachers, community members, iwi (tribe), and whānau (extended family), enable participants to experience and learn about their local area (its stories, geology, biodiversity and cultural meanings), and envision democratic socio-ecological futures. Findings from a participatory design research project, undertaken in an Aotearoa New Zealand kindergarten and kōhanga reo (Māori immersion centre), are analysed to highlight place-based education that promotes valued learning and dispositions of being ready, willing and able to participate in Aotearoa and as “citizens of the world”.</p> <p><b>Outdoor Places as Math Spaces for Young Children: Pathways to Growing Mathematicians</b> This study explores ways outdoor learning environments are places of liberation for young children. Centering experiences of children who participated in an after-school gardening program in the southwest borderland of the U.S., we discuss how integration of mathematics with gardening responds to children’s sociocultural contexts. We invite others to consider thoughtful integration of outdoor learning spaces in teaching early childhood mathematics, recognizing the vital role of place in learning, acting, being, and becoming young mathematicians. Reconceptualizing early childhood learning should be informed by an iterative process that not only considers expertise scholars and educators but forefronts voices of young children.</p>	<p>Linda Mitchell and , Hoana Memillan (2 papers)</p> <p>Angela Owens and Leanna Lucero</p>	BS 3.24 <a href="#">Zoom</a>
	Individual Papers	<p><b>“I’m the tiger too!”: Entering a co-constructed storyworld through dramatic read-alouds</b> For multiple years, the researcher and a class of preschool students read numerous books</p>	Sarah Jackson (Online)	BS 3.25 <a href="#">Zoom</a>

Time	Session	Presentation	Presenters	Room No.
		<p>together, and, guided by dramatic inquiry, imaginatively entered the storyworld of these texts in various ways. This presentation relies on discourse analysis to ask how, specifically, participants demonstrated their entry into the storyworld. Some of the most common pathways into the dramatized storyworld (what the researcher terms the Embodied Narrative Chronotope) included verbal identifications as a character, gestures, facial expressions, and physical indications of setting. This fine-grained analysis reveals how entry into the storyworld was always in relation to and collaboration with other readers.</p> <p><b>Transcultural, Translanguaging Learning via Computational Storytelling in Early Childhood Teacher Education</b> Recent empirical research begins to inform how computational literacies help expand K-12 curricular spaces for multimodal and multilingual learning (Ascenzi-Moreno et al., 2020; Vogel et al., 2020). However, there is a paucity of practice that addresses computational integration in the early childhood classroom and teacher education (Kafai &amp; Proctor, 2022), in the context of a need for digital literacies toward creativity and equity (Marsh, 2019). Our study explores early childhood preservice teachers' translanguaging and computational learning experiences, via children's visual programming software ScratchJr and Scratch, in relation to a course unit on Name Story in two undergraduate literacy methods courses.</p> <p><b>Zydeco and Couche-Couche: Witnessing Black Children's Sense of Ancestral Place Through Photovoice</b> In this photovoice inquiry grounded in Black feminist geographies and Black futurity (Nxumalo, 2020) my sons documented their sense of place (McKittrick, 2011) during a visit to the rural town in southwest Louisiana where I was raised. Using photography as the medium, this paper interprets the boys' narratives through the lens of Black subjectivity in relation to past, present, and future geographical spaces. The images and narrations offered serve as a window into how my sons felt connected to their ancestral geography.</p>	<p>Ting Yuan and Jayra Sanchez</p> <p>Meghan Gowin (online)</p>	
	Panel	<p><b>"Traces of children" – the struggle to find and make young children's learning processes visible</b> This presentation discusses attempts in teacher education programs in Germany and the US and ECEC settings in Germany to make children's processes, or "Bildungsprozesse," visible. We understand "Bildung" as the child's self-driven and self-active process to find their place in the world, to understand relations between humans in correlation to the children themselves, and to find out how things and more-than-humans shape the world. The presentation reflects the students' and practitioners' innovative ways to find such "traces of children," the children's pathways of making meaning of the world and themselves as part of the world.</p>	Helge Wasmuth and Katrin Macha	BS 3.26 <a href="#">Zoom</a>



Time	Session	Presentation	Presenters	Room No.
	Panel	<p><b>Considering aesthetic experience in translanguaging pedagogy</b></p> <p>This proposal explores new paths concerning the language development of multilingual children. We consider the benefits of translanguaging as a pedagogical process of utilizing more than one language within the learning activities and the role that aesthetic experience play in relation to enhancing multilingual children's participation in formal and informal interactions in Nordic kindergarten. The theoretical grounding of the session is translanguaging theory and aesthetic theories. Drawing on this theoretical framework, we present three different projects that explore possibilities located in a holistic perspective on language, where art-based expressions play an important role.</p>	Kasper Moe Drevsholt, Annika Åkerblom, Katrine Giæver and Kepo Giæver Sundøy	BS 3.27 <a href="#">Zoom</a>
	Panel	<p><b>Enacting Transformative Praxis in Childhood Studies with Theories in the Flesh: Collective Insights for Actualizing Just Futures for the Global Majority</b></p> <p>Through engaging deeply with Black feminist and Chicana feminist theories, as women of color and co-conspirator early childhood scholars, we share: 1) key aspects of theories in the flesh, 2) how these wisdoms (re)frame ECEC, and 3) what theories in the flesh teach us about childhood/s research and praxis. During the session, we share theory connections in our research collaborations over the past year, which include topics on childcare and partnerships with our center for young children. We present this work through individual and collective narratives and aesthetic artforms that elucidate new vantage points to enact just futures in ECEC.</p>	Michelle Salazar Perez, Zutella Vea Holmes, Flora Harmon, Antonieta Barces, Jennifer Castillo, Molly Doherty, María José Ruiz González, Iana Phillips, Azucena Verdin, and Jeonghye Nah	BS 3.14 <a href="#">Zoom</a>
	Panel	<p><b>Pathways of Inequalities in ECEC across Central Europe</b></p> <p>Specific educational landscapes and geographies of education contribute to educational inequality through their historical/temporal, social and material dimensions. Neoliberal spatialisations of ECEC have a different impact in post-socialist vs core, in democratically oriented vs autocratic, in rural vs urban regions, and measures to combat inequalities must take this into account. With special attention paid to particular places that are located on an East–West axis in CEE, this panel examines how socio-environmental settings, education policy, and historical transformations intersect. The contexts exam-ined are an urban district in West Germany, a peripheral area in East Germany and an urban district in Hungary.</p>	Borbala Lorincz, Magdalena Joos, Bettina Huenersdorf and Nadja Schu (online)	BS 3.15 <a href="#">Zoom</a>
	Workshop	<p><b>Co-Exploring Understandings of Inclusive Early Childhood Education</b></p> <p>This special focus workshop seeks to initiate interaction and dialogue to explore global perspectives of inclusive early childhood education. The participants will be guided by reflective prompts that invite stories, observations, lived experiences, and wonderings that build understandings of the ways children, families, and communities feel a sense of belonging. Through methods that engage participants in partner, small, and whole group conversations, we will co-create a slide presentation (session story) that captures the perspectives explored in this session. The final product will be shared with collaborators as a nuanced conceptualization of childhood and the honoring of each child.</p>	Leanne M Evans and Maggie Bartlett	BS 3.21 <a href="#">Zoom</a>



Time	Session	Presentation	Presenters	Room No.
11:00 am – 12:30 pm	Plenary	<p><b>Gender and slow violence as mundane political practices</b> For many years, researchers have attended to gender in ECE from an equity perspective, framed initially by feminist and feminist poststructuralist theories. More recently, researchers have adopted feminist new materialism and feminist posthumanist perspectives to consider gender in ECE. We use the concepts of slow violence and extra-sectionality to identify practices that are ‘hidden in plain sight’ to show how gender is constructed in the talk of educators in two Australia states as an integral part of the mundane political practices occurring daily in ECE settings.</p> <p><b>(dis)orientating commonplace transitions in early childhood and beyond: non-linear encounters with babies</b> This paper reflects upon an exploratory study with babies, in England in the United Kingdom. The study explored the intra-active relationships between bodies, places and spaces in relation to ECEC practice, to re-figure care through the prism of Feminist New Materialist theory. Working within a (post)qualitative paradigm the paper attempts to shift the focus of observation and analysis to the impersonal flows of affect through an ethics of care. The paper suggests the importance of a Childs' belongings, in the form of objects and things, rather than being something that needs to be managed and controlled.</p>	<p>Susan Grieshaber and Susan Krieg</p> <p>Lindsay Schofield</p>	<p>BS 0.36 <a href="#">Zoom</a></p>
<b>Lunch (12:30 pm – 1:30 pm)</b>				
1:30 pm – 3:00 pm	Farewells			<p>BS G.36 <a href="#">Zoom</a></p>

Many thanks to our 2023 Program Reviewers:

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