

# SPARK: The Early Years

SUPPORTING PRACTICE, ADVOCACY, RESEARCH, AND KNOWLEDGE

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**COMING TOGETHER: CELEBRATING DIVERSITY AROUND YOUNG CHILDREN**

**APRIL 28, 2017**

Pre-conference:  
Walkshop, tours of UBC Childcare Centres  
and UBC Infant Studies Centre.  
Expert panel discussion.

**APRIL 29, 2017**

Conference:  
Paper presentations, workshops,  
sharing circles, and posters.  
Keynote by Dr. Peter Moss.



## GALLERY OF CHILDREN'S ART

SPARK 2017, the first UBC biennial early childhood graduate student conference, was conceived to bring together students, researchers, educators, and practitioners to share their experiences in the field of early childhood education and care.

In the spirit of engaging the young children who motivate our work and learning, and hoping to have some of them being part of this experience, the Call for Children's Artwork invited children in their early years (up to eight years old) to share their free and un-prescribed artistic expressions to be exhibited as part of the conference.

It is our hope that you will be inspired by the range and quality of the pieces of art that were created by diverse children from the province of British Columbia and beyond. This art exhibition, on display at the conference, advocates for the use of art as a language that should be used and supported equally with other ways of meaning making and communication. We hope this small gesture speaks clearly to the power of art in our lives.

We wish to thank all of the children who accepted our invitation and the adults who supported them. Special thanks to Kathie Shoemaker for her support with this aspect of the conference and for sharing her beautiful illustration above.

# PROGRAM AT A GLANCE

## FORMATS

These initials will be used in the program for your convenience since each session might have a variety of formats.

**PP**

**Presentations** will outline an issue or research questions, offer theoretical framework and research methods used, and present some findings and conclusions. Followed by discussion. Max 15 minutes in length.

**SC**

**Sharing Circles** will be interactive discussions relating to practice to explore challenges and share ideas and solutions, and /or present pedagogical narratives, materials, and practitioner reflections. Max 20 minutes in length.

**WS**

**Workshops** will involve the exploration of a theme or an area of practice through teaching and learning, extended discussion, mini-tutorials, and/or concept demonstration sessions. About 50 minutes in length.

## QUICK OVERVIEW

### Friday, April 28 | PRE-CONFERENCE

- 10:00 Pre-conference Part 1  
Introductions and Walkshop overview
- 10:30 Walkshop
- 12:00 Dialogue about Walkshop
- 12:30 Lunch (on your own)
- 2:00 Pre-conference Part 2  
Meet at UBC Childcare Admin
- 2:15 Introductions and UBC Childcare Centres overview
- 2:30 UBC Childcare centres tour
- 3:45 Walk back to main campus
- 4:15 UBC Infant Studies Centre tour
- 5:30 Proceed to Global Lounge, light dinner and discussion with panel
- 6:30 Adjourn

### Saturday, April 29 | CONFERENCE

- 8:30 Registration
- 9:00 Welcome and Keynote
- 10:15 Break (Coffee, Tea, Snacks)
- 10:30 Session A
- 11:30 Break
- 11:40 Session B
- 12:30 Lunch and Book Launch
- 1:30 Session C
- 2:30 Break
- 2:40 Session D
- 3:30 Break (Coffee, Tea, Snacks)
- 3:45 High tea with Peter Moss
- 4:45 Closing remarks
- 5:30 Adjourn

# PRE-CONFERENCE

APRIL 28 | 10.00 AM - 12.30 PM

APRIL 28 | 2:00 PM - 6:30 PM

## PRE-CONFERENCE PART 1

10:00 AM - 12:30 PM | CHILD-FRIENDLY COMMUNITIES "WALKSHOP"

Ildiko Kovacs, Society for Children and Youth of BC

Acadia high-rise, social room

This workshop will begin with a presentation on child rights and the United Nations Convention on the Rights of the Child (UNCRC). We will then introduce the Child-Friendly Cities and Growing Up in Cities initiatives, and discuss the main indicators of child-friendly communities. Following this, we will embark on a neighbourhood walking tour, providing a hands-on learning experience. During the tour, we will examine child-friendly aspects of the local community and assess how children's needs and rights may be met or violated.

The walking tour is a participatory method of neighbourhood evaluation, a children's favorite, often combined with photo-voice, and generally conducted with school-age children. The tour will culminate with a 30-minute dialogue of our findings, an elaboration of this method, and a discussion of challenges and opportunities for applying it within early childhood education.

## PRE-CONFERENCE PART 2

2:00 PM - 6:30 PM | TWO UBC TOURS AND A DISCUSSION

Drs. Debbie Thompson, Janet Werker, Peter Moss

UBC Childcare Services, UBC Infant Studies Centre, and Global Lounge

This pre-conference involves two different tour experiences, culminating in an exciting discussion with an expert panel. Crafted with the wish to bring together practice and research in a way that builds on our understandings of children's capacities, this session will be a time for sharing and learning.

The first tour will be at the UBC Childcare Centers and will offer the group a chance to observe and experience some innovative ideas in practice. This will be followed by a presentation at UBC's Infant Studies Centre that is internationally renowned for its work related to young children's language acquisition. The evening will come together with an expert panel discussion, with Dr. Peter Moss, about the learnings from the tours. Light dinner will be provided. This pre-conference tour involves some walking.

# CONFERENCE

APRIL 29 | 9.00 AM - 5.30 PM

## WELCOME AND KEYNOTE

8:30 AM | REGISTRATION

Ponderosa Foyer

9:00 AM | MUSQUEAM WELCOME AND OPENING REMARKS

Ponderosa Ballroom

9:15 AM | KEYNOTE: DR. PETER MOSS

Ponderosa Ballroom

### **Resisting the dictatorship of no alternative and celebrating diversity in early childhood**

Early childhood education is increasingly subjected to what Roberto Unger terms the 'dictatorship of no alternative' - the rise of a local discourse to claim universal hegemony on the basis that it is self-evident, unarguable and necessary. The current dictatorship is instrumental in rationality, technical in practice and economistic in thinking. Elsewhere I have termed it the story of quality and high returns, a story that tells of high economic returns on initial investment if we apply correct human technologies ('quality') to children at an early age.

In my presentation, I will offer a critical analysis of today's dictatorship of no alternative and acknowledge the power behind it (including neoliberalism and the influence of international organisations such as OECD) and the power that it wields. I will argue that it ignores or denies context, complexity and alternative perspectives, the diversity that lies at the heart of a democratic politics of education. At the same time, I will offer hope, pointing to a vibrant, global resistance movement, working with a multitude of diverse perspectives and practices.

I will argue that the dictatorship of no alternative must be contested by the renewal of a democratic politics of early childhood education, inscribed with the values of diversity and dialogue, experimentation and wonder. I propose a democratic politics that recognizes early childhood education as a project that is not only, or mainly, economic, but also social, emotional, cultural and political, and that is conducted in services that are, first and foremost, public spaces and public institutions, places of encounter for all citizens and workshops for community projects.



## BREAK

10:15 AM - 10:30 AM | COFFEE, TEA, LIGHT SNACKS

Exhibits Open, Poster & Art Gallery Viewing

## CONCURRENT SESSION A

10:30 AM - 11:30 AM | Ponderosa Commons

### ROOM 1001 | Languages and literacies

PP

#### **In search of home: Family literacy practices among Iranian refugee and immigrant families.**

Mahshid Ghaffartehrani, ECED, UBC

This presentation focuses on a qualitative case study on family literacy practices in an Iranian refugee family and an Iranian immigrant family, both with a young child (aged between 6-9), in Canada. This study addresses a gap in the research on Iranian minority family literacy practices, and draws attention to refugees' and immigrants' different family literacy practices, considering Ogbu's differentiation between voluntary/involuntary migration.

PP

#### **"Every picture has a word" - The roles of children's museum on an Afghani-American refugee family.**

Assadullah Sadiq, LLED, UBC

My study focuses on a recent Afghan-American refugee family's literacy practices. Findings indicate that the children museum played an important role, not only in the children's literacy but also in the parents' literacy development, specifically with learning English in a supportive environment. Implications for educations and policy makers are discussed.

PP

#### **Constructing spaces for translanguaging in a kindergarten classroom.**

Angelpreet Singh, Languages, Cultures and Literacies, SFU

The presenter shares findings of a recent qualitative study that aimed to uncover the translanguaging practices of emergent bilingual children from Punjabi language backgrounds in a kindergarten classroom in British Columbia. The implications for current language education policies, programs, and practices will also be discussed in the presentation.

### ROOM 1002 | Creative perspectives

PP

#### **Re-examining drawing in the early childhood classroom: Changing teaching attitudes through drawing as multifaceted meaningful representations.**

KwangDae Chung (Mitsy), UBC Childcare Services

This research paper examines children's drawing experiences to define drawing in terms of its relevance to teaching and learning. Emphasizing the pedagogy of listening, I will show some findings that drawing is not only about recognizable pictorial images but are also an entire experience and a process that begins well before any actual images appear.

PP

#### **Reggio Emilia inspired pedagogical documentation.**

Matthew Yanko, EDCP, UBC

This paper will discuss blogs as a platform for pedagogical documentation in a kindergarten and grade 1 music classroom. Findings illustrated will focus on capturing the learning processes of children's music making, connecting parents to documentation, and how to enable assessment as a participatory process that is more accessible for the learner.

PP

**Crop, zoom, delete: (Strange) encounters with children as 'classrooms photographers'**

Paulina Semenec, EDST, UBC

Drawing on data from an ongoing ethnographic study, this presentation explores children's photo-making practices. It explores how becoming attuned to encounters and processes of image-making can provide ECE researchers with new ways of engaging with children; ones in which the traditional binaries between the 'child' and 'researcher' are always in the process of being creatively re-imagined.

**ROOM 1003 | Inclusion and daily lives**

PP

**Don't fix the child, fix the system: The efficacy of IBI programs and implications.**

Abneet Atwal, Ryerson University

Interventions for children with Autism spark a lot of debate. This presentation will discuss the literature on Intensive behavioral interventions (IBI) for children diagnosed with Autism. A critical examination of IBI and gaps in research on the subject will be discussed. Concluding with implications for best practices and future directions.

PP

**A day in the life: Child activity logs as snapshots of early learning.** Tess Prendergast, LLED, UBC

This presentation explores the data gathered from child-activity logs in a study involving thirteen children with disabilities. Understanding more about children's daily lives and routines can help build a better understanding of what contextual factors might support (or hinder) their access to inclusive early literacy learning.

PP

**How does parental use of digital media affect young children's preferences for and behaviours with digital media in their homes?** Yvonne Adebar, ECED, UBC

This case study examines the use of digital media in the home of one preschool aged boy. For the purposes of this study, digital media is defined as screens, audio and video players, hand held games, digital instruments and cameras. As there is very little research on this topic for children under the age of 4, this study hopes to generate future research through the discussion of these results.

**ROOM 2012 | Workshop**

WS

**Theatre of the Oppressed, adapted for children ages 3-8**

Angelo Moroni, Musician, Performer, Community Builder

A social theatre workshop centered on conflict resolution and social-bonding between children. Based on the techniques of Theatre of the Oppressed, this style of theatre uses the experiences and knowledge of its participants to explore solutions to social conflicts and how to strengthen bonds in loving relationships.

**BREAK**

11:30 AM - 11:40 AM

## CONCURRENT SESSION B

11:40 AM - 12:30 PM | Ponderosa Commons

### ROOM 1001 | Engaging multilingualism

PP

**Storybooks Canada: A multilingual digital resource for classrooms and communities.** Espen Stranger-Johannessen, Liam Doherty, Bonny Norton, Darshan Soni, Asma Afreen, LLED, UBC  
In order to help teacher's support multilingual students, the website Storybooks Canada ([www.storybookscanada.ca](http://www.storybookscanada.ca)) offers 40 stories in English, French, Arabic, Cantonese, Korean, Mandarin, Punjabi, and Tagalog, including audio recordings. The session will showcase the website and participants can read and explore the collection through hands-on activities with printed booklets.

SC

**Multicultural and bilingual picturebooks: An advantageous resource to help ELL immigrant children learn English and adapt swiftly.** Karina Vasquez, Priscilla Freitas de Oliveira, ECED, UBC  
Newly-landed immigrant children face several challenges in "English-only" schools. Needless to say, the lack of a common language and the collective pressure ELL children have to fit in may trigger anxiety and emotional disorders. We believe that multicultural and bilingual visual literacy can support ELL children's adaptation process more effectively.

### ROOM 1002 | Collaboration and collective thinking

SC

**The importance of multiple perspectives in early childhood education: The benefits of collaborative thinking and dialoguing.** Larisa Bodnariuc, Yannis Cheung, Giselle Denum, Samantha Henry and Cara Manky, ECE Department, CFCS, Douglas College  
Our participation in collaborative critical reflective dialogue (CCRD) implied: the collection of documentation of children (a child's production), the in-depth study of this documentation, the sharing of our interpretations, and the process of re-visiting the documentation with additional audiences. This thinking, collective dialoguing, and reflective process helped us to open our eyes to multiple perspectives to learn about the child and the educational practices in ECE.

SC

**Studio as a space of collective inquiry and experimentation for children.**  
Tahmina Shayan, Capilano University Children's Center  
The children's studio is a collective space which offers a rich learning context and environment for creating knowledge. It is an intentional artistic space which allows for exploration, experimentation, research and meaning making. A project-based and inquiry-based approach which nurtures holistic learning and children's agency is embraced in the studio.

### ROOM 1003 | Gender and early childhood educators

PP

**Perspectives of pre-service male educators in early childhood education programs.**  
Monica Qi, School of Early Childhood, George Brown College  
This study investigated current pre-service male educators' outlooks on entering the early years sector. Twelve male-identifying pre-service educators participated in focus groups exploring how their gender may have affected their experiences. Results indicate a need for increasing program support as males feel that the sector is gender-biased and greatly undervalued.



PP

### **Breaking traditional gender roles: The presumed benefits of male teachers in early childhood classrooms.** Negar Khodarahmi, ECED, UBC

As society moves toward more gender-fair and gender equal discourses so must our focus on how teachers can cultivate these discourses in their classrooms. It is frequently argued that to achieve this, we must increase male representation in early childhood education (ECE). However, although it is crucial to reflect on the barriers that prevent males from entering ECE, is it simply enough to increase male representation in ECE order to produce gender-fair classrooms?

ROOM 2012 | Children in nature

SC

### **Why do children need to be out in nature?** Rozina Jaffer, Capilano University

Regular engagements with nature helps develop biophilia in children. Mother Nature is a formidable teacher that sets up various invitations for activities each day. The session intends to discuss the value of children exploring in nature and how they can learn various aspects of the curriculum through their experiences in nature. Furthermore, it intends to discuss the vital role of caregivers as co-explorers.

SC

### **The complexities of living risky play in early childhood.** Melanie Walters, UBC Childcare Services

Risky play has become a complex part of childhood governed by adults. The idea of children being afforded opportunities for physical challenge and adventure that may cause injury could be considered paradoxical. This presentation will highlight some of the benefits of risky play and supportive local injury prevention research. A group discussion will follow, delving into the language of risky play.

## LUNCH

12:30 PM - 1:00 PM | HOT LUNCH

## BOOK LAUNCH

1:00 PM - 1:30 PM | Ponderosa Ballroom

**“Grama Susie Can’t Go Hunting Caribous”** by Harlan Pruden, First Nation Cree/nēhiyaw, This is a Two-Spirit children’s book, one of the first efforts of its kind. It is based on a relative of Sharon Shorty, a member of the Tlingit Nation, and tells the story of Lucy, a young female-assigned individual, who did not learn the ways of girls and young women. Lucy is taught the ways of the Tlingit men. The story embodies the teachings of Turtle Island’s Two-Spirit people and challenges the western, colonial, binary, gender system that was imposed upon the First People.

## CONCURRENT SESSION C

1:30 PM - 2:30 PM | Ponderosa Commons

ROOM 1001 | Understanding relationships in practice

PP

### **Gadamerian hermeneutics to interpret documentation of children in early childhood education.** Alejandra Sánchez Álvarez, EDST, UBC

I argue that Gadamerian hermeneutic, particularly circles of understanding (2004, 2013) into documentation of children collected in ECE contexts, is valuable as a pedagogical approach in the education of early childhood students. I practiced circles of understanding into a narrative that refers to a kindergarten’s girl and her understanding of animals’ habitats.

PP

**Early Childhood Educator Programs.** Alexander (Ali) McCannell, CCFI, UBC

I argue that early childhood education is highly discordant, whether between educators and parents, educators and management, educators and educators, children and children, or educators and children. Early childhood educators are under-equipped to receive and respond to this environment while reflecting on and deepening their relationships. I will touch on some research around women, early childhood education, and conflict, and talk about how relational development is taught and assessed currently, and what lies beyond for educators.

SC

**Research with hermeneutic phenomenological approach.** Yuko Shimomura, Capilano University

A truth-filled story about an early childhood educator inviting her audience into conversations on how they might feel about becoming a teacher/researcher who engages with others to learn something not yet known. This hermeneutic phenomenological way of knowing allows such teachers to seek an essence of one's experience and meaning.

## ROOM 1002 | Reflections on processes

PP

**Exploring the practice of clinical supervision in early childhood teachers' practicum.**

Mariel Gomez, HDLC, UBC

This presentation will introduce a doctoral research proposal focused on the practicum design and implementation in early childhood education programs at Chilean universities. Specifically, the study will explore and analyze the characteristics of the supervised practicum as one of the critical elements to improve early childhood teachers' education.

PP

**Between larval ideas and chimeras: Thinking pedagogical gatherings and subjective dispositions in early childhood education.**

Cristina D. Vintimilla, Capilano University and Graham Giles, UBC

The paper focuses on the question of emergence and emergent curriculum in relation to teachers' subjectivity by engaging with questions such as: what does it take to keep an emergent idea alive? What is the role of decision in relation to emergence and teachers' subjectivity? What is the relation between efforts to create an emergent curriculum and predefined-late capitalist subjectivities and social relations?

## ROOM 1003 | Workshop

WS

**Praxis through pedagogical narrations.** Melanie Walters, Kristin Webster, Barbara Undurraga, Debbie Thompson, UBC Childcare Services.

We will briefly describe the evolution of pedagogical narrations as a pedagogical practice in our organization. We will each present our sample pedagogical narrations as it currently exists and then invite participants to engage in the unfolding of the narrations, extending them through critically reflective discussion.

## ROOM 2012 | Workshop

WS

**Supporting the diverse needs of early care and learning professionals who support young children in BC.** Christine Buttkus and Emily Mliczko, Early Childhood Educators of BC

During this session, participants will explore: Research into evolving learning needs of the EC&L professional; Learning supports to help ECEs continually grow professional competence, and improve practice; Notable tools and models being used in BC. Facilitators will offer recommendations to help leaders foster lifelong learning in EC&L professionals.

## BREAK

2:30 PM - 2:40 PM

## CONCURRENT SESSION D

2:40 AM - 3:30 PM | Ponderosa Commons

### ROOM 1001 | Workshop

WS

**Engaging children with the wonders of nature: Developing sense of place through imaginative ecological education.** Gillian Judson, Faculty of Education, SFU

Research shows that outdoor, nature-based experiences are beneficial for the overall mental and physical well-being of children and can support their ecological understanding. In this interactive workshop learn how Imaginative Ecological Education (IEE) combines engagement of the body, emotion, and imagination with learning in the natural world.

### ROOM 1002 | Relationships through inquiry

SC

**Exploring project approach in the early years: The study of ice creams and ramps.**

Seungsun Sunny Lee and Ari (Geunae) Kang, ECE Department, CFCS, Douglas College

We examined the importance of project work in ECE by studying the children's inquiries, ideas, and actions about ice cream and ramps. Project work provided children with opportunities (1) to lead, guide, and influence each other's educational experiences, and (2) to engage in in-depth explorations and in a collaborative process of negotiation and decision-making.

SC

**Teaching without teaching? The Untold Struggles and Affordances of Co-constructing Inquiry Projects with Young Children.**

Elaine Beltran-Sellitti, Burnaby School District Community and Continuing Education

Video, images and dialogue documentation about the teacher and children's processes during a long-term investigation with young children. Biesta, Rinaldi and Malaguzzi informed the understandings of teaching in ECE practice.

### ROOM 1003 | Learnings from Ontario

PP

**How should we measure quality child care: The perspectives of child care supervisors and early childhood educators.** Theresa Radwanski, George Brown College.

This study explored what is quality child care and how it is measured from the perspectives of child care supervisors and ECEs. With the introduction of new policies and requirements, it is important to reflect on their impact on child care quality in Ontario.

SC

**Indigenous early childhood education in Northern Ontario.** Lori Huston, Oshki-Pimache-O-Win Education & Training Institute

With highlights of the one of a kind Indigenous ECE learning Lab, Indigenous language practices in early learning, Student Advocacy project "Portraits in Indigenous Childcare" and the positive impacts in the FN communities.

## ROOM 1302 | Diverse ways of knowing

PP

### **Angels: A bridge to a spiritual pedagogy?** Anita Pettersen, Independent Researcher

Many children see and experience mystical worlds that adults may no longer see and experience. In particular, this inquiry-based pilot project opened allowing spaces for preschool children to share their ideas about the mystical world of angels. Discussing angels has been one of many possible entry points into a spiritual pedagogy -- a pedagogy that honours children's words and experiences as even more than purely inventive imaginations.

SC

### **Examining the limitations of research on childhood attachment and implications for practice.**

Kelly Pickford, Capilano University

The attachment relationship between child and educator has an important influence on children's development, but what are the implications when those relationships are ambivalent or insecure? Together, we contemplate the limitations of attachment theory and explore strategies to strengthen relationships between educators and children to better support their developmental needs.

## PONDEROSA BALLROOM | Interactive poster session

This session, offered in concurrence with others in this time period, allows an opportunity for attendees to view and discuss the posters with those presenting them. The posters will be set up for attendees to view throughout the main conference. The following is the alphabetized list of presenters and posters.

**P1: Parents' Perspectives on Supporting their Gender Nonconforming Children,** Caleb Bell-Gaynor, George Brown College

**P2: Weaving a Cross Cultural Tapestry: Examining Ontario's Full Day Early Learning Kindergarten Curriculum Through Te Whāriki and the Reggio Emilia Philosophical Frameworks,** Kamini Kamdar, York Region District School Board, Ontario

**P3: A Study on the Validation of the Classroom Assessment Scoring System in Child Care Centers in Korea,** Shin-Young Kwon and Young-Sook Suh, Sookmyung Women's University, Korea

**P4: Exploring Child Care Supervisors' Perspectives on Occupational Stress,** Melissa Mandarin, George Brown College

**P5: Reflective Practices: The Core of Continuous Professional Learning,** Jamila Mattrasingh, Sheridan College

**P6: Pathways of Advocacy,** Lauren Mery and Shona Mills, Sheridan College

**P7: What do Parents and Children Experience when playing Video Games Together?** Thien Nguyen, George Brown College

**P8: Support for Home Languages within Child Care Environments: Familiar or Foreign?** Ivorie Pinto, George Brown College

**P9: Inclusion in Early Childhood Education: The Perspectives of Pre-service ECEs**, Sumer Toste, George Brown College

**P10: Feelings of preparedness for leadership and advocacy among Early Childhood Education and Leadership Students**, Daniel Venditti, George Brown College

**P11: Gathering Knowledge from Indigenous Role Models within Indigenous Early Years Settings**, April Vilela, George Brown College

## BREAK

3:30 PM - 3:45 PM | COFFEE, TEA, LIGHT SNACKS

Exhibits Open, Poster & Art Gallery Viewing

## CONCLUDING EVENTS

3:45 PM - 4:45 PM | HIGH TEA WITH PETER MOSS

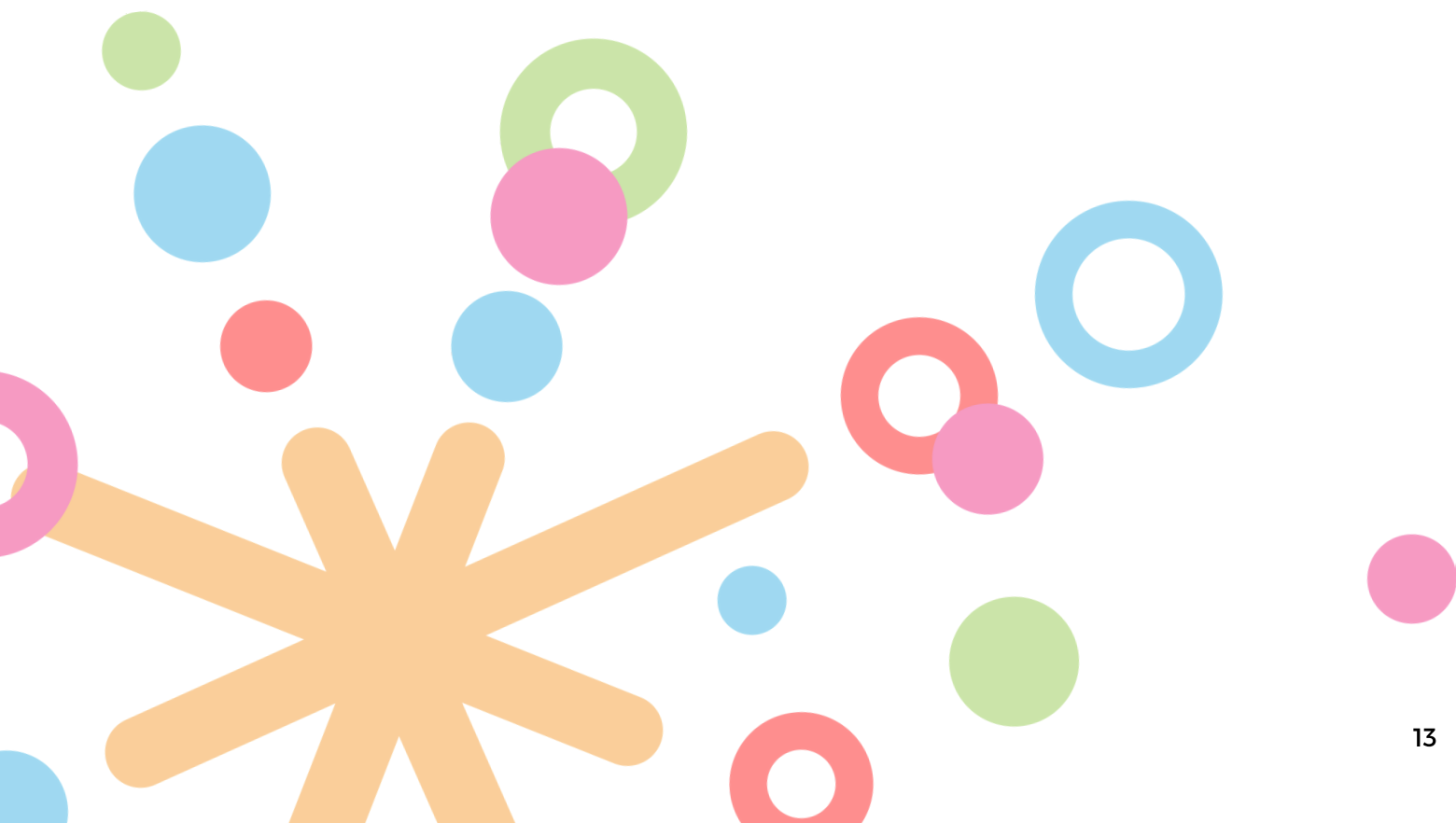
Ponderosa Ballroom

### **In dialogue: questions, reflections and provocations**

To wrap up our day, this will be an opportunity for participants to raise questions, reflections and provocations, and to discuss them with Peter Moss and each other.

4:45 PM - 5:15 PM | FINAL THOUGHTS, LEARNINGS, AND CELEBRATIONS

Ponderosa Ballroom





# THANK YOU

We wish to warmly thank each of our presenters, attendees, and supporters for coming together to celebrate diversity around young children during this inaugural conference. Without each of you, it would not have been possible to engage with the ideas for this first SPARK. We trust that the diverse range of approaches and experiences here will strengthen the connections among ourselves and with the children around us, while also contributing to the bridging of research and practice. We hope, too, that we all enjoy meaningful conversations about early childhood and care and continue those throughout the following two years, when we certainly hope to see you again during SPARK 2019.

Special thanks to each of the children in our lives who, in so many ways, inspire, guide, and challenge our work and lives.

We also want to wholeheartedly thank all our supporters, in particular, Dr. Margot Filipenko and Dr. Janet Jamieson whose kind guidance and constant enthusiasm have been invaluable to the vision for SPARK.

Sincerely,



SPARK 2017 Organizing Committee

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Faculty of Education



Dean's Office



Sheridan | Get Creative