

The Intersection of Language, Learning and Culture in Early Childhood: Home School and Community Contexts

<http://blogs.ubc.ca/intersectionworkshop>

Sponsored by Social Sciences and Humanities Research Council of Canada (SSHRC)

MAY 2 - 4, 2013

This workshop will bring together scholars, working at the intersection of language, learning, and culture in early childhood to share their research and current knowledge concerning issues around universalist assumptions about learning and development in an increasingly global world.

You are invited to attend the following plenary sessions:

MAY 2 | 4:30-7:00 pm

**First Nations House of Learning
KAREN MARTIN**

MAY 3 | 9-10 am

**First Nations House of Learning
EVE GREGORY**

MAY 4 | 9-10 am

**Digital Literacy Centre
TEREZINHA NUNES**

Free and open to the public

RSVP

<http://tinyurl.com/LLED-SSHRC-Workshop>

MAY 2 4:30 - 7 pm

**Aboriginal Children and Families
Dr. Karen Martin
Associate Professor, Griffith University**

This presentation describes a conceptual model of Indigenous early childhood education within the contexts of where young Aboriginal children live and learn, considering these as multiple rather than dual or binary. It also proposes these multiple contexts encompass the past, the present and the future and are comprised of the dimensions that are relational, cultural, political and spatial. It acknowledges that Western contexts are equally multiple and equally multi-dimensional and so the points and places where Aboriginal contexts and western contexts interface are fragile and yet they are potentially the strongest points and places where transformations can, and do, occur.

Venue: **First Nations House of Learning**

MAY 3 9 - 10 am

**Learning to Belong: Young Children Learning Through Faith in New London Communities
Dr. Eve Gregory, Professor
Goldsmith College, University of London**

Faith plays an important role in the lives of many young children whose families have migrated to the UK. These children become literate and often bi- or multilingually literate during faith services, at their faith classes and in their homes. In this presentation, she shows ways in which learning to belong to a faith is intricately intertwined with the learning of language and literacy, social, cultural and aesthetic skills. She asks whether and in what ways children might be able to transfer these skills and knowledge into the classroom and what teachers might do to foster this.

Venue: **First Nations House of Learning**

MAY 4 9 - 10 am

**What is Involved in Modeling the World with Mathematics
Dr. Terezinha Nunes
Professor, University of Oxford**

Mathematics is a tool for understanding the world and it should be available to everyone. In this presentation, the units of thinking for modeling the world with mathematics are identified as quantities, relations, and numbers. In the conceptualization of each of these elements, there are cultural variations and logical invariants. There is some degree of independence between children's understanding of these three elements, and what is achieved first depends on how learning takes place. The heuristic value of this analysis is illustrated by considering children's mathematical knowledge acquired in and out of school.

Venue: **Digital Literacy Centre**



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Acknowledgements

UBC: Department of Language and Literacy Education, Faculty of Education, and First Nations House of Learning.