

# SPARK: The Early Years

SUPPORTING PRACTICE, ADVOCACY, RESEARCH, AND KNOWLEDGE

PONDEROSA COMMONS, UBC VANCOUVER | [BLOGS.UBC.CA/SPARKTHEEARLYYEARS2019](https://blogs.ubc.ca/sparktheearlyyears2019)



2nd Biennial Early Childhood Education  
Graduate Student Conference



**CHALLENGING DIVIDES & SURFACING CONNECTIONS:  
RESEARCH, PRACTICE, AND POLICY IN EARLY CHILDHOOD EDUCATION**

**May 10 & 11th, 2019**

Day One:

Dr. Annabella Cant, Capilano University, UBC Conflict Theatre  
Academic paper presentations, workshops & sharing circles  
Lunch & Learn with Emily Franchett, Harvard University  
UBC Childcare Centres Tour.

Day Two:

Keynote by Dr. Veronica Pacini-Ketchabaw, Western University  
Academic paper presentations, workshops & sharing circles  
Gallery of Children's Artwork  
Resource tables & vendors



## GALLERY OF CHILDREN'S ARTWORK

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.

The children's 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. 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. 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 question(s). They will layout a theoretical framework and the research methods used, and present some findings and conclusions followed by a discussion. Maximum 15 minutes in length.

**SC**

**Sharing Circles** will be interactive discussions relating to practice. They will explore challenges and share ideas and solutions, and /or present pedagogical narratives, materials, and practitioner reflections. Maximum 45 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 75 minutes in length.

## QUICK OVERVIEW

### Friday, May 10th | CONFERENCE DAY ONE

- 8:00 Registration & Refreshments
- 9:00 Musqueam Welcome by Elder Larry Grant & Opening Remarks by Dr. Margot Filipenko, UBC Director, Early Childhood Education
- 9:30 Concurrent Session A
- 11:00 Break (Coffee, Tea, Snacks)
- 11:15 Concurrent Session B
- 1:15 Lunch & Learn with Emily Franchett, Harvard University
- 2:30 Concurrent Session C
- 3:00 UBC Childcare Centres Tour
- 4:00 Break (Coffee, Tea, Snacks)
- 4:30 Concurrent Session D
- 6:00 Adjourn

### Saturday, May 11th | CONFERENCE DAY TWO

- 8:00 Registration & Refreshments
- 9:00 Keynote
- 10:30 Concurrent Session E
- 12:30 Lunch
- 1:30 Concurrent Session F
- 3:00 Break (Coffee, Tea, Snacks)
- 3:30 Concurrent Session G
- 6:00 Adjourn

Friday,  
May 10  
SCHEDULE

	ROOM 1001	ROOM 1003	ROOM 1008	ROOM 1009	OTHER
SESSION A 9:30 am-11:00 am	Marva Headley P.6	Annabella Cant P.6	Innovative Pedagogical Approaches P.6		Conflict Theatre (Ponderosa Ballroom) P.6
SESSION B 11:15 am-1:15 pm	Family, Community and Culture P.7	Children's Activity and Movement P.7	Innovative Pedagogical Approaches P.7	Indigenous Research and Practice P.8	Pop-Up Studio (Room 1011) P.8
LUNCH	Lunch and Learn with Emily Franchett (Ponderosa Ballroom)				P.8
SESSION C 2:30 pm-4:00 pm	Family, Community and Culture P.8	Leadership, Policy and Advocacy P.9	Innovative Pedagogical Approaches P.9	Education of Pre-Service ECEs P.9	Pop-Up Studio (Room 1011) P.8 UBC Childcare Services Tour (3 pm)
SESSION D 4:30 pm-6:00 pm	Digital Technology P.9 Social and Emotional Learning P.10	Leadership, Policy and Advocacy P.10	Innovative Pedagogical Approaches P.10	Education of Pre-Service ECEs P.10	Pop-Up Studio (Room 1011) P.8

Saturday,  
May 11

SCHEDULE

	ROOM 1001	ROOM 1003	ROOM 1008	ROOM 1009	ROOM 1254
9:00 am - 10:15 am	<div> <div>Keynote Address by Dr. Veronica Pacini-Ketchabaw</div> <div>"Reconfiguring Early Childhood Pedagogies at a Time of Climate Crisis"</div> <div>P.11</div> </div>				
<div>SESSION E</div> <div>10:30 am-12:30 pm</div>	<div>Outdoor Learning, Climate and Sustainability Discourse</div> <div>P.12</div>	<div>Pedagogical Narration and Inquiry</div> <div>P.12</div>	<div>Professional Development and Practice</div> <div>P.13</div>	<div>Gender Inclusivity and Sexuality</div> <div>P.13</div>	<div>Parenting</div> <div>P.14</div>
<div>SESSION F</div> <div>1:30 pm-3:00 pm</div>	<div>Outdoor Learning, Climate and Sustainability Discourse</div> <div>P.14</div>	<div>Pedagogical Narration and Inquiry</div> <div>P.14</div>	<div>Professional Development and Practice</div> <div>P.14</div>	<div>Innovative Pedagogical Approaches</div> <div>P.15</div>	<div>Surfacing Children's Voices and Agency</div> <div>P.15</div>
<div>SESSION G</div> <div>3:30 pm-6:00 pm</div>	<div>Family, Community and Culture</div> <div>P.15</div>	<div>Pedagogical Narration and Inquiry</div> <div>P.16</div>	<div>Reconceptualizing ECED</div> <div>P.16</div> <div>Surfacing Children's Voices and Agency</div> <div>P.16</div>	<div>Indigenous Research and Practice</div> <div>P.17</div>	<div>Digital Technology and Multimodality</div> <div>P.17</div>



# CONFERENCE DAY ONE

MAY 10th | 8:00 AM - 6:00 PM

## WELCOME

8:00 AM | REGISTRATION & REFRESHMENTS

Ponderosa Foyer

9:00 AM | MUSQUEAM WELCOME by sṭayəłəq Elder Larry Grant

Opening Remarks by Dr. Margot Filipenko | Ponderosa Ballroom

## CONCURRENT SESSION A

9:30 - 11:00 AM | Ponderosa Commons

**ROOM 1001 | Marva Headley, Aga Khan Education Services**

WS

Marva's role at the Aga Khan Early Learning Centre (AKELC) in Dubai, United Arab Emirates is to support the professional development of teachers so that teachers and children can engage in mutually fulfilling learning experiences. She works with staff at the AKELC and Pre-primary staff across the Aga Khan Education Services network to enrich the ECD outcomes for children through coaching, workshops and training.

**ROOM 1003 | Dr. Anabella Cant, Capilano University**

WS

**Unswaddling Pedagogy**

Dr. Cant will share many lessons she has learned from children as an educator and from her students as a university professor. She will disclose to the world that our field has six hearts and will describe each of them through a new lens she calls "Unswaddling Pedagogy." Her dynamic talk will invite everyone to participate whole bodily and to reflect wholeheartedly on early childhood education. Be ready to be unswaddled! Spaces are limited and assigned on a first-come, first-serve basis.

**Ponderosa Ballroom | UBC Conflict Theatre**

**Rainbow of Desire**

WS

Join the UBC Conflict Theatre project and explore how our personal fears and desires can create both internal & external conflict. To begin, participants will act out a real story of conflict (solicited from the group) and then will deconstruct the internal struggles of the people in that conflict. By the end of the session, participants put their new knowledge into action by rehearsing alternative endings to the story of conflict, based on a deeper understanding. Spaces are limited and assigned on a first-come, first-serve basis.

**ROOM 1008 | Innovative Pedagogical Approaches and Curriculum**

WS

**Playful inquiry and loose parts in children's gardens**

Megan Zeni, UBC

Play is an essential ingredient for engaging children in garden learning. Through images & storytelling, this session will share ready-to-use examples that deepen our collective understanding of how the pedagogy of loose parts play outdoors can result in positive social, emotional, cognitive and physical benefits. No gardening experience is required.

## BREAK

11:00 - 11:15 AM | COFFEE, TEA, LIGHT SNACKS

## CONCURRENT SESSION B

11:15 AM - 1:15 PM | Ponderosa Commons

### ROOM 1001 | Family, Community and Culture

PP

#### **Outdoor play in early childhood - exploring the role of neighbourhood safety and trust in neighbours**

Savithri Cooray, UBC

Outdoor play is an exciting part of childhood. It fosters curiosity, imagination, and helps children make sense of the world around them. This study examines how parents' perception of neighborhood safety influences Kindergarten aged children's access to outdoor play in British Columbia.

PP

#### **An asset-based community initiative supporting early-childhood literacy and health promotion**

Paul Abraham and Cheryl Gascoyne, The Reading Bear Society

The Reading Bear Society is an established Vancouver based program aimed at promoting early literacy and social well-being through peer mentorship. Recently, with help from UBC medical students, the program expanded its scope to include educating children about health and wellness through a module called "A Visit to Dr. Bear".

SC

#### **Research on the use of developmental parenting by supported child development**

Yvonne Kwok, Kinsight Community Services

Reflecting on an SCD practicum experience, we will explore how Supported Child Development works with Educators to build their capacity to be inclusive through focusing on the interactions between the Educator and the child and explore how this might intersect with better developmental outcomes in children.

### ROOM 1003 | Engagements with Children's Activity and Movement

PP

#### **Go outside and play! An observational study of environmental factors related to physical activity in outdoor early learning centres**

Tracy Ross, Dr. Stephen Berg & Dr. Brent Bradford, UBC

This presentation will discuss how eight preschool outdoor settings in two provinces were scanned over a four-month period to determine children's levels of physical activity. As a number of children are spending increasing amounts of time in preschools, the design of outdoor preschool environments is important for promoting physical activity.

WS

#### **Kids on Wheels - Spark a Lifelong Love for Cycling**

Maya Goldstein, The British Columbia Cycling Coalition

Kids on Wheels is an innovative program introducing young children to the joy of cycling and active lifestyles. In this workshop we will share key elements of the program and discuss the benefits of balance bikes for children's development and the advantages of starting to ride at an early age.

### ROOM 1008 | Innovative Pedagogical Approaches and Curriculum

WS

#### **Using museum/natural objects in the classroom**

Lindsey Snyder, Museum Education, UBC

Teach your students to "read" an object! Object-based inquiry allows students to act as scientists: making discoveries, sharing their thinking, planning and conducting investigations and more. This session will help you develop confidence and give you inspiration to incorporate objects as teaching tools.

## ROOM 1009 | Indigenous Research and Practice

PP

### **Coming to know: How Indigenous ways of knowing and forest schools (dis)(re)connect**

Lisa Johnston, Ryerson University

Through a review of literature written by both Indigenous and settler scholars, Lisa Johnston, herself a settler, presents her journey of coming to know where Forest School pedagogy and Indigenous educational perspectives meet, where they are far apart and where they may come together.

WS

### **Urban Aboriginal Parent-Child Mother Goose Program with Indigenous Early Years**

Cindy Pete, Indigenous Early Years & Vancouver Native Health Society

In this workshop we will demonstrate how the Urban Aboriginal Parent Child Mother Goose Program works. Our focus will be to share our experience delivering the program to further support its implementation and growth. Knowledge about Aboriginal culture is critical for all early years professionals as we strive to move forward together and in a good way.

## ROOM 1011 | Exploring Materials in Studio Spaces

WS

### **Co-researching with young children in studio with materials: Anticipating new contingencies**

Yuko Shimomura, Art Education, UBC & UBC Childcare Services

The participants experience creating a studio space to engage with art-making process such as drawing while constantly asking, 'What do materials in the studio do?' Instead of arriving at an answer, we document our process as pedagogical narration to understand how we construct new meanings together. Yuko's studio will be open for exploration & experimentation throughout the day

## LUNCH

### **1:15 - 2:30 PM | Lunch & Learn with Emily Franchett, Harvard University**

LEAPS (Youth Leaders for Early Childhood Assuring Children are Prepared for School) is a youth-led ECCE program which trains female Community Youth Leaders (CYLs), ages 18-24, to deliver preschool curriculum in community-based preprimary schools for children aged 3.5-6.5 years in rural Sindh, Pakistan. This presentation will provide an overview of the program and present findings from two recent analyses, highlighting the impact of LEAPS on child participants and the experiences of the CYL participants.

## CONCURRENT SESSION C

### **2:30 - 4:00 PM | Ponderosa Commons**

#### **3:00 PM | UBC Childcare Services, Centres Tour**

Join Dr. Deb Thompson and UBC Childcare Services for an opportunity to observe and experience UBC's innovative ideas in practice. Spaces are limited and assigned on a first-come, first-serve basis.

## ROOM 1001 | Family, Community, and Culture

WS

### **Improving outcomes for children in care aged 0-6 through early intervention, assessment and training to foster parents**

Amanda Oliver, Rachel Douthwaite & Amy Ris, Ministry of Children and Family Development

MCFD, Vancouver Coastal Health and Fostering Early Development work collaboratively to support the baby's journey through foster care. This workshop details how specialized baby foster carers are chosen and approved, the education and supports provided to these carers, and the ongoing assessment for infants and young children.



## ROOM 1003 | Leadership, Policy and Advocacy in Early Childhood Studies

WS

### **Innovation and scale in co-operative early learning environments**

Paul Cabaj, Cooperatives and Mutuals of Canada

This workshop will review recent research exploring the potential of establishing local shared services alliances for ELCC providers based on scaling up/adapting successful Canada and international best practices including such innovations incorporating new technologies and co-operative strategies for formally linking home care providers to fully licensed facilities.

## ROOM 1008 | Innovative Pedagogical Approaches and Curriculum

WS

### **Transforming teaching and learning through a theme and project-based approach: Theme and project-based learning workshop for kindergarten, grades 1 and 2**

Alexis Birner, Louisa Chan & Andrea Page, Pear Tree Elementary

We will provide examples from our classrooms, and hands-on, interactive activities to discover: what theme and project-based learning are; how to select themes that interest students, while covering curricular expectations; restructuring a traditional classroom to one that is “flipped”; scope and sequence of content; developing soft skills; and assessment methods.

## ROOM 1009 | Education of Pre-service Early Childhood Educators

WS

### **The early childhood educator pedagogist project**

Jacky Hughes, Dr. Bo Sun Kim, Saaqia Bhanji, Rebecca Sung & Judy Lim, SFU Childcare Society & Capilano University

How can we support Early Childhood Educators leadership capacities, enhance educators’ professional development and student-educators’ learning, while continuing to promote meaning making in childcare centres? Through this workshop we will explore these questions by looking at the theory behind the Early Childhood Education Pedagogist Project which Capilano University has piloted in partnership with SFU Childcare Society.

## BREAK

4:00 - 4:30 PM | COFFEE, TEA, LIGHT SNACKS

## CONCURRENT SESSION D

4:30 - 6:00 PM | Ponderosa Commons

## ROOM 1001 | Digital Technology and Multimodality

PP

### **Early childhood education for Afghan families via Mobile-Learning**

Shahnaz Quaymi, Langara College & Partnership Afghanistan

Due to long standing conflict in Afghanistan, children’s holistic development was neglected. Researchers at UBC have created a Learning technology called LIVES (Learning through Interactive Voice Educational System). This technology is proven to improve learning outcomes for many parents and is about to be publicly launched.

PP

### **The ways of expanding and constructing meanings: During shared reading of print, electronic, and digital books**

Ji Eun Kim, UBC

This study investigated the ways parents and children expanded and constructed meanings (e.g., thoughts, ideas, etc.) during their shared reading of books in the four different formats (one print [PB], one electronic with a digital pen [LB], and two digital books [DB1 with manual page-turning and DB2 with automatic play].

## ROOM 1001 | Social Emotional Learning

PP

### **Exploring cultural conceptions of emotion and social emotional learning in the Spanish picture book *El monstruo de colores* and its English translations.** Lauren Hathaway, UBC

How does the emotional content of a Spanish-language picturebook from Spain change in translation into English? My close reading of the picturebook *El monstruo de colores* and its translation into English reveal different social expectations of how children should express and regulate negative emotions like anger and fear.

SC

## ROOM 1003 | Leadership, Policy, and Advocacy in Early Childhood Studies

### **Courageous and capable: A story of early childhood community coalitions**

Janice Kraemer, UBC & Family and Community Support Services of Alberta

The role of community influencing the early years is complex. Navigating and leveraging resources supports engagement and collaboration. Explore innovative and multi-dynamic ways to bring people together for collective influence. Come discuss how Early Childhood Coalitions increase community capacity by contributing to positive outcomes for young children and their families.

## ROOM 1008 | Innovative Pedagogical Approaches and Curriculum

WS

### **Creating a collaborative leadership framework to ensure success when implementing research driven curriculum in ECE.** Pat Frouws, Jacky Hughes & Jacqueline Ewonus, SFU Childcare Society

Participants will explore their own personal core values with the intention of connecting them to ECE curriculum values. Using our experience at SFU Childcare Society, we will explore how intentionally aligning our personal core values to those of our Society, brought about the desired culture change needed to support a Reggio-inspired curriculum.

## ROOM 1009 | Education of Pre-service Early Childhood Educators

PP

### **Experiences of early childhood educators when working with students with fetal alcohol spectrum disorder.** Shaista Fatehali, Heath Elementary School (Delta School District)

This research presentation is intended for staff, early childhood educators (ECEs) and child care assistants (CCAs) that work in childcare programs with children with FASD. The strategies outlined are general and may also be helpful for other children who share some of the same learning needs. Many of the strategies that will be discussed may also be useful for parents to use at home. Success is often achieved when ECEs and parents work together to create a supportive environment for the child in both the childcare program and at home.

PP

### **Examining the use of phenomenography to explore supervised practicum in early childhood teachers' education.** Mariel Gómez, UBC

This presentation focuses on the ways in which phenomenography contributes to the exploration of the range of conceptions of supervision existing now in early childhood teacher education programs. The presentation will be based on the author's experience conducting a phenomenographic study on conceptions of supervision held by faculty supervisors.

PP

### **Where do educators fit: The role of pre-service education in early childhood educators' engagement of advocacy.** Sophia Mohamed, Ryerson University & George Brown College

Through a preliminary qualitative survey, the researcher has investigated pre-service and in-service educators' understandings of and commitment to advocacy in ECEC. The study highlights that ECEs in Ontario do not feel prepared to engage in self-advocacy nor do they see the value of their voices in advocacy.

# CONFERENCE DAY TWO

MAY 11th | 8:00 AM - 6:30 PM

## WELCOME & KEYNOTE

8:00 AM | REGISTRATION & REFRESHMENTS

Ponderosa Foyer

9:00 AM | KEYNOTE: DR. VERONICA PACINI-KETCHABAW, Western University

Ponderosa Ballroom

### **Reconfiguring Early Childhood Pedagogies at a Time of Climate Crisis**

The Anthropocene has emerged as a contested figure of uncertain and precarious futures, requiring new kinds of thought and action. This presentation will engage with responses to the Anthropocene within early childhood education and foreground pedagogies that engage educators and young children to adopt a critical response to the social and environmental legacies of settler colonialism.

The talk will introduce 'common world pedagogies' as an alternative perspective to neocolonial environmental stewardship approaches, and aspire to reconfigure colonial relations between childhood and nature.



Dr. Veronica Pacini-Ketchabaw is a Professor of Early Childhood Education in the Faculty of Education at Western University in Ontario. Dr. Pacini-Ketchabaw's writing and research is informed both by her experiences as an academic in early childhood education and as a pedagogista. Her work draws insights from feminist theory, environmental humanities, Indigenous studies, and cultural geography. Currently, Dr. Pacini-Ketchabaw is co-founder of the Common Worlds Research Collective, and focuses on how 21st century children inherit, inhabit and share in a 'common world' shaped by legacies of environmental damage, colonial dispossession, global inequality and displacement. She collaborates with educators to develop responsive pedagogies that pay close attention to place, other species and materials.

## CONCURRENT SESSION E

10:30 AM - 12:30 PM | Ponderosa Commons

### ROOM 1001 | Outdoor Learning, Climate and Sustainability Discourse

PP

#### **Engaging unruly voices: Growing climate action pedagogies in ECE**

Narda Nelson & B. Denise Hodgins, University of Victoria Child Care Services

This presentation transgresses the boundaries of child-centred practice to think with trees at the intersection of climate change and ECE inheritances. We will explore "voices" (i.e., trees' communication, children's theories, and educators' perspectives) to provoke discussion on climate change pedagogies that move beyond human-centered perspectives and neoliberal solutions.

PP

#### **The Anthropocene: Food waste & alternative pedagogies for children.**

Dana Lee & Maira Ramirez-Lazo, Capilano Children's Centre & Capilano University

This paper presentation shares an ongoing project with children on food waste in the Anthropocene. It was initiated to re-imagine different possibilities of interactions with waste and to disturb practices that view waste as an end-point. This project also explores and invites new ways of living with food waste in our time of ecological crisis.

PP

#### **The exploration of pedagogy and practice of nature preschool in Korea through children's perspectives**

Ashley Boyoung Jeong, UBC

The presentation demonstrates how the "Project Based Learning in Nature Setting" approach could meet the new needs of education by empowering young children with the global competencies of 21st Century skills (4Cs) and more through a case study of a hybrid nature preschool in Korea. It will also explore the overall pedagogy, curriculum and practice of this preschool.

PP

#### **Contextualizing early childhood education for sustainability: Findings from Green School, Bali**

Annie Montague, UBC

This presentation details the experiences and findings from a six-month research project with Green School's ECE program in Bali, Indonesia. The findings focus on the often-underrepresented complexities and contradictions within place-based nature education and promote a deeper examination of interconnectedness and complexity within the fields of ECE and EE.

### ROOM 1003 | Pedagogical Narration and Inquiry

SC

#### **Inquiry process of our lived experience exploring shadows**

Janet Ambrosio, Heloisa Porto Alvarez & Rafaela do Nascimento Bicheski, Capilano University

We will present the documentation informed process of co-composing curriculum that we experienced in an ECE course with Dr. Sylvia Kind at Capilano University. The inquiry took form through the languages of light, photography, stories, clay and drawing. Shadows came to our attention during an exploration of place which engendered a question about creatures living in the shadows.

SC

#### **A phenomenological experience of becoming blue**

Melanie Walters, UBC ECED, UBC Childcare Services

Melanie will share a Pedagogical Narration that focuses on her program's approach to materials inquiries. This PN highlights a brief moment in time during a lively experience with blue paint in the art space. Participants are invited to share their questions and thoughts, engaging in a discussion that seeks to think deeply about our practices alongside children. Explore how far you would go to support children in their natural curiosity and joyful approaches towards materials inquiries.



## ROOM 1008 | Professional Development and Practice

PP

### **Curriculum-as-lived in an early childhood education classroom: How does dialogue with young children shape teacher's everyday practice?**

Kwang Dae (Mitsy) Chung, UBC

This academic paper presentation examines how indwelling in the zone of between the “curriculum-as-plan” and the “curriculum-as-lived” provides the tensionality in an Early Childhood Education classroom. It also evokes some of personal lived experience with young children and wonder how dialogue with children has evolved in the educator's daily practices.

PP

### **Swimming against the current: Combating deficit discourse in teachers' education resources**

Negar Khodarahmi, UBC

Through the perspective of Critical Race Theory, this paper presentation intends to engage participants in a conversation to acknowledge and challenge the deficit-discourse in the surrounding refugee students and discuss the negative impacts it can cause on their academic careers. The aim of this presentation is to discuss applicable, evidence-based strategies to battle this negative impact in our practice and classrooms.

SC

### **Teacher research and narrative inquiry in practice**

Emily Corley & Cassidy Taylor, Westcoast Childhood Resource Centre

A recent surge in the discussion of narrative inquiry in Early Childhood Education has sparked interest in exploring what this means for ECE specialists as researchers. Our discussion will encourage ECE professionals to find practical ways to incorporate the new ELF and narrative inquiry into their daily practices.

## ROOM 1009 | Gender Inclusivity and Sexuality

PP

### **Gender disrupted during story time: A visual essay**

Cayley Burton, UBC

Using children's literature as a conversational entry point into gender diversity, this presentation advocates for critical readings of picture books between children and adults. Through exploration of gender (non-)normative portrayals in children's books, space for authentic inclusivity within early childhood education is created for all gender identities and expressions..

PP

### **Love is an open door: Frozen and the closet metaphor**

Leila Matte-Kaci, UBC

The popular children's film Frozen (2013) tells the story of a young woman with magical powers coming to term with her difference. This presentation argues that the film can easily be read as a coming-out metaphor and may be a starting point for discussions of queer sexuality with young children.

SC

### **Gender fluid discourse: Bridging theory and practice**

Chloe Waters, Ryerson University

Research on the limitations of a heteronormative discourse, the positive impacts of gender fluid discourse, and the disconnect between theory and practice in ECE settings will guide this sharing circle. Feedback on a proposed study will be sought. I hope to invoke a rich discussion that will encourage inquiry and sharing of ideas.



## ROOM 1254 | Parenting

SC

### **Conceptualizing fathers as diverse socio-cultural and linguistic texts: How fathers contribute to their 3-year-old children's early literacy development**

Rose Walton, Brock University

This presentation explores the contributions of fathers in the development of early literacy practices of three year olds. Employing Family Systems Theory to explore naturally occurring systems within reciprocal relationships and hegemonic masculinity as a gender position. This proposed critical ethnographic case study explores hegemony and themes through descriptions of shared behaviour patterns, beliefs and language in ordinary settings.

SC

### **Culturally-responsive parent-educator relationships**

Esther Aquillano, UBC

The cultural differences between parents and educators may sometimes negatively affect the quality of the parent-educator relationship at the expense of the child. This session will discuss factors that parents and educators of different cultural backgrounds find inhibit or facilitate a collaborative relationship and aim to highlight culturally-responsive practices.

## LUNCH

12:30 - 1:30 PM | Hot Lunch

## CONCURRENT SESSION F

1:30 - 3:00 PM | Ponderosa Commons

## ROOM 1001 | Outdoor Learning, Climate and Sustainability Discourse

WS

### **Finding flow at forest school**

Tricia Edgar & Heather Nelson, Fresh Air Learning & Saplings Outdoor Program

How can nature play help children move into focus and flow? In this hands-on workshop, you'll experience and reflect on nature play as you would experience it at forest school, and you'll discuss the reasons why open-ended nature play is beneficial for children's social, emotional, mental, and physical development.

## ROOM 1003 | Pedagogical Narration and Inquiry

WS

### **Inseeing: The aesthetic-political nature of emergent curriculum**

Elaine Beltran-Selleti, SFU & Capilano University

Illustrated by a project with toddlers, this workshop aims at contesting the narrow orientation of the discourse of children's interest in emergent curriculum. It proposes emergent curriculum as an encounter with the mystery of what lies beyond the immediate. This, van Manen (2017) conceptualizes as in-seeing into the hearts of things, which calls for an aesthetic and political orientation to curriculum making.

## ROOM 1008 | Professional Development and Practice

WS

### **Early Childhood Sensitivity Study**

Shailja Jain & Samantha Burns, OISE, University of Toronto

This study aims to improve the cognitive sensitivity of educators in ECE settings in order to enhance educator-child interactions, and improve the overall quality of the ECE environment through an innovative model of professional learning developed by researchers at University of Toronto and George Brown College.

## ROOM 1009 | Innovative Pedagogical Approaches and Curriculum

WS

### **Engaging with long term project work – examples from a toddler centre**

Dominika Svec & Amy Wesley, UBC Childcare Services

Gain insights into our journey of creating a studio and exploring art materials with toddlers through pedagogical narrations, stories, and hands-on exploration with black and white materials. We will discuss the challenges we encountered along the way, including preconceived notions about toddlers capabilities, bridging gaps in philosophy, communication, finding time to collaborate and involving families.

## ROOM 1254 | Surfacing Children's Voices and Agency

WS

### **Caregiver's co-construction of children's voice**

Madelaine Hittos, UBC & Camosun College

This workshop will explore in what ways children communicate their understanding of their emotional, physical and relational experiences through their behaviours. Participants will connect with ways we can honour all children's behaviours and ways we can support children to become more connected to their voice and sense of personal agency.

## BREAK

3:00 - 3:30 PM | TEA, COFFEE, LIGHT SNACKS

## CONCURRENT SESSION G

3:30 - 6:00 PM | Ponderosa Commons

## ROOM 1001 | Family, Community, and Culture

PP

### **Bilingualism in postcolonial Ukraine: Addressing the language divide in the Eastern Ukraine**

Anna Vozna, UBC

This study analyzes how postcolonial Ukraine approaches designing a language policy that would both satisfy the desire of ethnic Ukrainians to revitalize Ukrainian language and address the needs of ethnic minorities, including Russian speakers, to maintain their languages. The study uses critical discourse analysis methods to analyze online resources for pre-schoolers, children attending elementary schools, and their parents.

PP

### **Challenge or opportunity? Perspectives on strengths and resources of culturally and linguistically diverse young children and Families**

Jane Wakefield, UBC

Home, school, and community stakeholders' beliefs about opportunities to develop cultural identity and access social capital for culturally and linguistically diverse young children and their families will be presented. Responsibilities for preparing young children for school, including supporting language and culture in their transition to school will also be discussed.

WS

### **Exploring language development of preschoolers in a play Group: How partnerships between inter-professionals makes a difference**

Rose Walton, Brock University

Visiting preschools in New Zealand and Reggio Emilia, partnerships in schools and abroad have fostered relationships with inter-professionals to support play groups reflective of the community through the selection of intelligent materials and texts. Join the conversation from theory to practice as we explore loose parts through a gallery walk.

## ROOM 1003 | Pedagogical Narration and Inquiry

PP

### **Ontario's Pedagogy and Curriculum Development in Reggio Emilia-inspired Centres**

Sandra Vuckovic & Gabriela Gonzalez, Sheridan College

Sandra Vuckovic & Gabriela Gonzalez are 4th year students who have recently completed their capstone research study which examined when, why and how Early Childhood Practitioners use the How Does Learning Happen Framework within early childhood Reggio Emilia-inspired settings. They will happily share their findings and what they learned from their recently conducted research study.

SC

### **Time, technology, & collaboration: The messiness of pedagogical narrations.**

Deb Thompson, UBC Childcare Services

The sharing circle will take the form of pedagogical narrations and will be a process, not a finished product, and will invite others to bring their reflections, ideas and interpretations to our discussion of our evolving practice. Our process creates messy, unfinished uncertainties that do not reveal what we should do. However, the process has made space for new possibilities including re-thinking time, considering different interpretive stories and sometimes engaging in deeper thinking about purpose. We hope this sharing circle will add to our stories of practicing pedagogical narrations while offering participants potential for their own.

SC

### **Writing as inquiry and research**

April Martin, UBC

Elizabeth St. Pierre (2018) states: "The long preparation for post qualitative inquiry is reading, thinking, writing, and living with theory in 'experimentation in contact with the real' " (p. 604). As ECE researchers/ educators, writing to verify our work is expected. However, how is the act of writing "Living Inquiry"? April is eager to share and learn from others who have embarked on this journey.

## ROOM 1008 | Reconceptualizing ECED

SC

### **Experiments in the reconceptualization of ECED through discussion**

Chenyang Wang, UBC

This sharing circle will spark rich conversations with the question "what's the best pedagogical approach in ECED?" and the introduction of two concepts - listening and participatory development. This sharing circle aims to provoke critical thinking on pedagogical approaches and to collaboratively create a condition for continuous and dynamic experimentation in ECED.

## ROOM 1008 | Surfacing Children's Voices and Agency

PP

### **Broadening interpretations of children's ideas and actions and educators' practices**

Alejandra Sánchez Álvarez, UBC

I argue that hermeneutic enquiry or circles of understanding, as explained by Hans-Georg Gadamer, might help educators and EC instructors to improve our ways of interpreting children's ideas and actions, and our pedagogy, and to learn about ourselves. Particularly, I focus on how circles of understanding might be practiced in ECE.

PP

### **Inspiring young learners to be change makers in their community**

Jennifer Ford Sharpe, York House School

How Do We Foster Social Responsibility in Young Children? This presentation will provide a case study on how a group of teachers navigated an inquiry unit on water that encouraged Grade 2 students to take action and make a difference in their community in developmentally appropriate ways.

PP

### **Child-constructed spaces: What picturebooks about forts and playhouses can tell us about child spatial empowerment in the home and classroom**

Emily Antcil, UBC

Emily will be presenting on her research into children's picturebooks that depict the building of childhood forts, playhouses, and treehouses. She will endeavour to use the analysis to shed light on how adults can empower children to take charge and make use of space in a largely adult-controlled environment.

## ROOM 1009 | Indigenous Research and Practice

SC

### **Embracing the needs of First Nation children through the voices of First Nation early childhood educators**

Lori Huston, Roxanne Loon & Elder Brenda Mason, Oshki-Pimache-O-Win Education & Training Institute  
The talking circle will provide an overview of an Indigenous ECE leadership in-service program highlighting the associated summative Indigenous research. This education innovation in northern Ontario responds to the needs of Indigenous ECE across fourteen First Nation communities. The talking circle will ask the participants to respond from their perspectives.

WS

### **Decolonization and Indigenous place in early childhood education**

Kristin Webster & Bronson Charles, UBC Childcare Services

Bronson and Kristin will speak to their journeys as an Indigenous man and a settler ally woman walking this path of decolonizing Early Childhood Education. Story and history is embedded in these lands on which we dwell, so its a good starting point in our work with the children. They both believe children are the change we all aspire to be and we have to hold them capable of making deeper meaning.

## ROOM 1254 | Digital Technology and Multimodality

SC

### **Literacy in the 21st century through iPad and tablet: Digital, multimodal and transformative**

Munizah Salman, Ryerson University

The benefits of integrating technology in a kindergarten classroom can be effective when the educators are proficient in seamlessly embedding it into the curriculum. This sharing circle will discuss how educators can be professionally supported to achieve this and empower children to make meaning of content in multiple modes.

SC

### **Digital childhoods: Can digital and hands-on play co-exist?**

Laura Teichert, UBC

This sharing circle explores the contested and uncharted terrain of digital childhoods. Research describing how children play with digital technology will be presented alongside the Canadian Paediatric Society's screen time recommendations. Guiding questions ask "What can ECED educators do?" and "How can ECED educators support families in this digital world?"

## CLOSING REMARKS

6:00 PM | Adjourn

# THANK YOU !

We wish to warmly thank each of our presenters, attendees, and supporters for coming together to surface connections and challenge divides in early childhood education during this conference. Without each of you, it would not have been possible to engage with the ideas for the second biennial 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 2021.

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: particularly, the SPARK Reviewing Committee for their advice and expertise, Dr. Deb Thompson and UBC Childcare Services for welcoming SPARK participants to tour their incredible centres, and finally, Dr. Margot Filipenko and Dr. Janet Jamieson, whose kind guidance and constant enthusiasm have been invaluable to the vision for SPARK.

Sincerely,

## SPARK 2019 Organizing Committee

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