

CAYC 2020 CONFERENCE: PROGRAM & SESSION DESCRIPTIONS

DAY 1: Thursday, April 30, 2020

1:00 – 4:00 pm	<p>E1 Pre-Conference Excursions to Children’s Learning Spaces</p> <p>(Meet in hotel lobby at 12:30 pm. Bus will leave from Victoria Inn Hotel & Convention Centre) Explore two amazing children’s learning spaces! The first will be Riverbend Community School, located in the Seven Oaks School Division. This K-5 north Winnipeg school is known for its focus on outdoor education, strong literacy practices, the Arts, the Environment as the Third Teacher, and its acclaimed K-5 Ojibway-bilingual program. Our second stop will be Freight House Early Learning & Care Inc. located in the heart of Winnipeg, which provides care for children from 3 months to school age. Freight House offers an environment where all children can develop a sense of self and belonging through experiences in social, emotional, spiritual, physical and cognitive learning opportunities. During these two stops, participants will have the opportunity to immerse themselves in the culture of the learning spaces. They will observe engagements in learning through nature, language, space, art and culture as modalities for teaching. Participants will have opportunities to talk with teachers and early childhood educators at both locations. Note: This excursion requires an additional cost. You will return to the hotel by 4:30 pm in time for the Opening Reception and Wine and Cheese.</p>
4:45 pm	<p>Smudge (Optional)</p>
5:00 – 7:00 pm	<p>Conference Opening: Elders Barbara and Clarence Nepinak Performance: Sistema Winnipeg Children’s Orchestra (with Dr. Francine Morin & Sistema Music Teachers) Keynote: Dr. Niigaan Sinclair Wine & Cheese Reception</p>
<h3 style="margin: 0;">DAY 2: Friday, May 1, 2020</h3>	
8:00 – 8:45 am	<p>Registration at Amber Trails School (1575 Templeton Ave.)</p>
8:15 am	<p>Smudge (Optional)</p>
8:45 am	<p>Welcome Keynote: Monique Gray-Smith, “Weaving Love and Joy into the Journey of Truth and Reconciliation” Performance: Aboriginal School of Dance</p>

10:15 – 10:45 am	Break Gathering Place / Kaah-tazi maama-oobing imam Ngushkodadigamikong		
10: 45 am – 12:00pm	Session A: Concurrent Sessions (75 minutes)		
<p>A1 Fostering Resiliency with Indigenous Children and Families Monique Gray-Smith (Author, international speaker and consultant) This workshop is an extension to the Keynote Address and will begin with an overview on how stress & trauma impact a child’s wellness and why we may see various behavioural disruptions and challenges in attachment. We will delve further into the 4 Blankets of Resiliency, with opportunity to explore how each blanket might be used to strengthen your programming and services.</p>	<p>A2 Listening and Responding to the Complexities in Children’s Storytelling Angela Woodburn (Co-Executive Director- London Bridge Child Care Services, London, Ontario) Elaine DaSilva (Director of Pedagogy- London Bridge Child Care Services) Lindsay Sparkes (Pedagogist London Bridge Child Care Services) We will highlight the work of educators in a preschool classroom as they listened and responded to a series of complex ideas that arose during a storytelling experience. Partnering with a pedagogist they consider the implications of and disrupt some common social discourses. (Presentation)</p>	<p>A3 A Garden for Everyone: How Gardens Can Engage All Children Suzanne M. Simpson (M.Ed.; Educator, School Garden Consultant, SAGE Gardens) School gardens are interactive learning environments which allow all students a personalized gateway to engagement. A thoughtfully planted garden can inspire student participation, connect with newcomers by highlighting familiar plants from their home countries and have a calming effect for children. Gardens offer interpersonal, intrapersonal, community, curricular and environmental benefits. School gardens can be a collective activity where all of the children can find their own level of engagement, inspiration and learning. (Workshop)</p>	<p>A4 Land-Based and Place-Based Learning Barb Carlson (Faculty, University College of the North, Thompson, Manitoba) My presentation will be on how to use land based placed based learning to teach children about their culture, language and environment. This session will involve being outside. Please dress appropriately for the weather. (Presentation and outdoor workshop)</p>
<p>A5 Building Community in Partnership: Childcare and Schools Together Susan Madzik (Director, Maples Daycare, Winnipeg) Karen Hiscott (M.Ed., Principal, École Constable Edward Finney School, Seven Oaks School Division) We believe, “Our role in the community is to support and advocate for the growth of children and families in partnership with other community members.” We share our experiences of our partnership between our school and daycare where we have collaborated to develop a common philosophy of practice. We will share our practices to support children as they</p>	<p>A6 Designing Rich Learning Experiences using Critical Literacy Andriana Tarasiuk (Teacher, Victory School, Seven Oaks School Division) Brittany Miller (Teacher, O.V. Jewitt School, Seven Oaks School Division) Jessica Grant (Teacher, R.F. Morrison School, Seven Oaks School Division) This session will outline our work with student-initiated learning experiences that value individual perspectives and schema that every child brings to school. We will provide examples of multimodal learning through a lens of critical literacy informed by the Manitoba English Language Arts Curriculum Framework. Our session will highlight ways in which students</p>	<p>A7 Teaching Through a Lens of Social Justice Catherine Paul-Sawatzky, Jaime Carpenter, Lexi Valcourt (Classroom teachers, Amber Trails Community School, Seven Oaks School Division) What does it mean to bring a social justice curriculum to life with young children? How does learning through a social justice lens become not just about <i>what</i> we are learning, but about <i>who</i> we are and who we want to be? Join us on our collaborative inquiry journey that has evolved over 3 years as we weave between theory and practice and grapple with moral and ethical issues with children, and about our practice. We will share stories and documentation of daily practice and long-term</p>	<p>A8 Embracing a Pedagogical Vision: Reconceptualizing the Education of Early Childhood Educators Dr. Sylvia Kind (Instructor in Early Childhood Education, Capilano University; <i>Atelierista</i>, Children’s Centre) Dr. Kathleen Kummen (School for Education and Childhood Studies, Capilano University, North Vancouver) Dr. Bo Sun Kim (School for Education and Childhood Studies, Capilano University) Dr. Cristina Delgado Vintimilla (Pedagogista, Assistant Professor, Faculty of Education, York University, Toronto) This panel will discuss how faculty might work differently to reimagine alternative narratives of</p>

<p>move seamlessly between child care and school; and how we connect staff through practices such as shared staff rooms, professional development, and student support. (Presentation)</p>	<p>can find their critical voice at a young age and engage in meaningful projects that promote agency in children. (Presentation and workshop)</p>	<p>projects that reflect our evolving understanding of social justice. (Presentation)</p>	<p>teacher education that acknowledges the complexities of children’s real-life worlds. Faculty members will speak to how the roles of a faculty pedagoga and atèlerista can support faculty dialogue and how they have endeavoured to reimagine early childhood teacher education as an ongoing practice of disruption. (Themed panel)</p>
<p>A9 Tracing Lines of Life WITH Children and Blocks Iris Berger (Ed.D; Lecturer Faculty of Education, University of British Columbia and faculty member with Capilano University School of Education and Childhood Studies, North Vancouver) Adrienne Argent (M.Ed; Faculty, School of Education and Childhood Studies, Capilano University, North Vancouver) We will enliven a composition of theory and practice by sharing stories from an Infant Toddler Centre as an invitation to re-imagine ECE environments as a relational field of potentialities bursting with unexpected, emergent life forces that are in constant flow and movement. What happens, we ask, when educators shift their attention from pre-defined goals and static identities and trace instead the entangled trails of becoming of wooden blocks, children, trees, and place wherever they lead? How might educators become ‘openers rather than closers of doors,’ or ‘connectors rather than disconnectors of zones’ (Olsson, Dahlberg, & Theorell, 2016, p. 721)? (Presentation)</p>	<p>A10 Story Vines: Supporting the Art of Storytelling and Oral Language Development Dr. Marlene McKay (Literacy Consultant, Winnipeg) Storytelling is a rich part of many cultures. Story vines are one way to make storytelling come alive. Story vines are a tangible storytelling strategy that can be used with all ages of children. Using story vines with children supports oral language, empowers children to express their voice, employs their agency, and develops confidence as storytellers. The process of planning, preparing, and presenting story vines with children relates to all the practices in the English Language Arts curriculum. (Presentation)</p>	<p>A11 Multi-Age Settings – A Place Where All Children Belong Ms. Arielle Gaudet (Multi-age Teacher, French Immersion, École Constable Finney, Seven Oaks School Division) Schools that are intentional about multi-age groupings reap the benefits of a learning community that stays together, like a family that holds caring relationships at the center of their curriculum. See how literacy learning is designed, sustained and nurtured in multiage settings as we consider all of our children over time. How are individual needs and inclusive practices a way in which we can consider multiple and complex family situations? How do we see this diversity as a strength? This session will center on play-based learning as an important way to honour each others’ stories and dive into our literacy practices. (Presentation)</p>	
<p>A12 How to Guide Children in Math While Using Clocks, Coins and Thermometers Sarah Melo (Grade 5 French Immersion Teacher, Louis Riel School Division) In this session, I will share strategies that you can use to guide children to learn math through the real-life concepts of time, money and temperature--all through talking! I will give an overview of the number talk parent workshops that I have designed based on my research. The second part of the session will consist of participants practicing number talks with a partner while using hands-on resources, so that you are completely ready to start number talks with your children and students. (Presentation and workshop)</p>	<p>A13 Noticing, Naming and Nurturing Dispositions to Learn in Community Dr. Patricia Lirette (Early Learning and Child Care Diploma Program, MacEwan University, Edmonton) Lee Makovichuk (Faculty, MacEwan University Early Learning and Child Care Program) What does it mean to notice and name children’s dispositions to learn? As a starting place for making meaning of the curriculum children are already shaping (Sellers, 2013), noticing children’s dispositions alert us to reflect further and animate possibilities that can lead to new insights. Participants will engage in curriculum meaning making processes that reveal the dispositions to learn that children already bring to play and learning. Building on these observations of children, participants will consider the many ways that they might use time, space, materials and participation to nurture children’s dispositions to learn.</p>		
<p>12:00 – 1:15 pm</p>	<p>Lunch Gathering Place / Kaah-tazi maama-oobing imam Ngushkodadigamikong</p>		

1:15 – 2:30 pm	Session B: Concurrent Sessions (75 minutes)		
<p>B/C 1 PART 1 Cooking with Canada’s New Food Guide (*TWO PART SESSION) Janine LaForte (Registered Dietitian – Manager, Nutrition for Early Learning and Child Care initiative in Manitoba) Megan Bale-Nick (Registered Dietitian – Manager, Manitoba Healthy Food in Schools initiative) Join registered dietitians for an interactive, hands-on learning experience. Plan to get your hands dirty when you prepare, and taste, some great food. All recipes will: reflect Canada’s new Food Guide recommendations, be simple and quick, and will be budget and kid friendly. Come prepared to share your thoughts and ideas for preparing simple, budget friendly menus for your childcare or educational setting.</p>	<p>B/C 2 PART 1 Look at all this JUNK! Power of Loose Parts and Outdoor Learning Environments (*TWO PART SESSION) Kayla Mauricio (Inclusion/Outdoor Program Team Leader, Seven Oaks Child Daycare Centre, Winnipeg) Coral Ennis (Program Supervisor, Seven Oaks Child Daycare Centre, Winnipeg) This workshop will support educators in the process of transforming outdoor spaces with natural and recycled materials, encouraging children’s curiosity in an emergent and inquiry-based curriculum. We will engage in group discussion and a hands on exploration of loose parts, leaving you feeling inspired! (Outdoor workshop)</p>	<p>B/C 3 PART 1 Art as a Language! (*TWO PART SESSION) Andrea Bell Stuart (Early Years Educator, Faculty of Education, University of Winnipeg; Co-Founder of ArtsJunktion mb) Participants in this hands-on workshop will have a chance to experience art and contemplate its connection to language. Art is fun and engaging and it begins with play. It is a powerful way to tell stories and explain what one is thinking at any age. Art requires looking closely and thinking deeply. Participants will also hear about the role of ArtsJunktion in supporting community, art making, and classroom art practices. Dress casually for a fun and informative hands on workshop.</p>	
<p>B/C 4 PART 1 Taking the Learning Outside (*TWO PART SESSION) Bela Ferreira (Outdoor Education Learning Support Teacher, Riverbend School, Seven Oaks School Division) From the rainy days of autumn, to the days of -40C/F of winter that came complete with wind and snow, to the days of 30C (86F) of spring and summer, let me share our #185daysofwalks journey with you. Hear how our daily walking adventures engaged us in social studies and science curriculums; provided us with ample inspiration for beautiful art creations; and how the backdrop of a pond was perfect for reading and writing workshop. Let me share with you how 22 students became stewards for our Earth all because of the connections that they had made with it. In this workshop participants will step outdoors to play, make art, read, and consider how to fold</p>	<p>B/C 5 PART 1 Promoting Healthy Children and Relationships Through Positive Discipline in Everyday Parenting (*TWO PART SESSION) Jean Tinling (Director of Family Programs, Mosaic-Newcomer Family Resource Network) Mosaic-Newcomer Family Resource Network is a rights-based organization that offers language and parenting support; helping newcomers adjust to life in Canada. This workshop will be an overview of the Positive Discipline in Everyday Parenting (PDEP) program developed by Dr. Joan Durrant in collaboration with Save the Children. The program aims to eliminate physical punishment by educating parents about child development and enhancing their skills in using non-violent approaches as well as strengthening parent-child attachment and understanding ways to de-escalate conflict.</p>	<p>B/C 6 PART 1 The Box and the Circle (*TWO PART SESSION) Jeremy Daniels (School Guidance Counsellor, Riverbend School) Kimberly Embleton (Learning Support Teacher, Maples Collegiate Seven Oaks School Division) Lavina Moneyas (Community Aboriginal Teacher Education Program) Elder Shirley Roach (Seven Oaks School Division) “The Box and the Circle,” two systems of life – is a model for understanding Native/Non-native issues. The premise of this workshop is to examine these two systems experientially and compare the relationships between them. Originally developed and created by Jann Derrick over 20 years ago, this is an experiential and impactful workshop that addresses the history of colonization, and supports the advancement of anti-oppressive, inclusive practice. The workshop explores the effects of Residential Schools and Canada’s Policy of</p>	<p>B/C 7 PART 1 <i>Kawapamin sa!</i> I See You! Truth & Reconciliation in ECE (*TWO PART SESSION) Debra Mayer (MA, ECE III, Early Childhood Consultant, Manitoba Education) Tania Munroe (M.Ed, First Nations, Métis and Inuit Perspectives Consultant, Manitoba Education) Linda Connor (Social Studies Consultant, Manitoba Education) In this workshop, we will explore question such as: how does your early childhood classroom reflect your own image of the children you teach and the First Nations, Métis and Inuit of this land? Where do Indigenous children see themselves, their families, cultures and communities reflected in your playroom? How does your learning environment facilitate rich playful learning, and extend and build upon children’s own interests and experiences, in developmentally and culturally appropriate ways? Finally, what is our response, as teachers of young children, to the Truth and Reconciliation Commission?</p>

<p>in the curriculum—teaching children about the earth while having fun. (Outdoor Workshop)</p>	<p>(Workshop) *Note: This session is open to parents in the community</p>	<p>Assimilation and how we can work together to impact meaningful change. (Workshop)</p>	
<p>B8 *CAYC INVITED SESSION* Siha Tooskin Knows: Relationship and Learning through Story and Sharing Charlene Bearhead (Indigenous Educator Activist, Author) Wilson Bearhead (Elder, Author) In this workshop authors, educators and grandparents, Wilson and Charlene Bearhead, will share the stories of Paul Wahasaypa (Siha Tooskin) for the first time. Participants will be engaged in the stories of this newly released 8 book series about a young Nakota boy living in an urban setting, learning his culture and sharing with others. Join Wilson, Charlene and Siha Tooskin as they explore how participants can engage their own children and students in learning with and from their Indigenous peers. We all have a place in reconciliation. (Workshop)</p>	<p>B9 “Language of the Heart”: Four Components that Foster Relationships Inspiring Giving and Receiving from the Heart Dr. Wayne Serebrin (Associate Professor/Contemplative Studies Teacher Educator, Faculty of Education, University of Manitoba) Rosenberg’s Nonviolent Communication (“Language of the Heart”) is a practice of self- and interpersonal communication that can enrich our lives and our relationships within our families, childcare centres, schools, and communities. This workshop will invite participants to challenge encultured habits of thinking and speaking as reactions to external events, and instead support responses based on internal choices connected to our values and needs as interdependent human beings. We will play with the four components of “observation, feelings, needs, and requests”. Connections will be invited to Indigenous teachings of wholeness, interrelationship, interconnectedness, balance and respect. (Workshop)</p>	<p>B10 Everyone is a Storyteller: The Power of a Multi-Literacies Workshop Jenni Magnus (Teacher, Governor Semple School, Seven Oaks School Division) Dave Arbez (French Immersion Teacher, École Belmont, Seven Oaks School Division) In this workshop, we will explore the power of multiple literacies in engaging all children in storytelling. Educators will be invited to critically reflect on how multiple literacies could facilitate language and literacy development in a classroom setting. We will collaboratively reimagine the writer’s workshop model so it includes the many ways children express themselves (through puppets, visual arts, music, etc.) and how this could be lived out in individual participants’ classrooms, while making connections to the Language Arts curriculum. (Workshop)</p>	<p>B11 Mental Health "Bewareness": Protecting Children from Misinformation & Harm in Mainstream Mental Health Services Dr. Jan DeFehr (Assistant Professor, Faculty of Education, University of Winnipeg) With the goal of early detection and treatment, mental health awareness campaigns coach the public to regard children’s distress and difference as early signs of mental disorder. But mental health awareness campaigns only tell half the story, excluding outcomes from decades of critical mental health research. Of particular concern, Indigenous critique of Canadian mental health services is omitted from mental health promotion campaigns. This presentation identifies key critical concerns and offers practical strategies for navigating, bypassing, and overhauling the system. (Presentation)</p>
<p>B12 Block Bonanza Anne Rundle (Early Learning Writer/Researcher, Manitoba First Nations Education Resource Centre) Michele Henderson (ECE Workplace Instructor Red River College) Dawn Flood (ECE Instructor Manitoba Institute of Trade and Technologies) This workshop is inspired by blocks--all types of blocks, in large amounts, with all kinds of accessories to encourage block play in various play zones. Come and play and learn how block play contributes to all domains of children’s development,</p>	<p>B13 Caring for our Children in Foster Care: School-Based Initiatives to Complex Circumstances Lorelei Bunkowsky (Principal), Holly Cobb, Jillian Dempsey, Maya Torres-Garner (Teachers) Melissa Johnson, Amanda Rivers (Learning Support Teachers) from Amber Trails Community School, Seven Oaks School Division. In this session, we will share the initiatives taking place at Amber Trails School that support children in the care of Child and Family Services. This session will address the intentional focus on relationships, culture,</p>	<p>B14 Mitigating the Feelings of Professional Isolation of Early Childhood Educators Ruth Lindsey-Armstrong (ECE Instructor, Red River College, Winnipeg) Feelings of loneliness and professional isolation have been shown to affect the retention rates of Early Childhood Educators. Retention rates in the sector are directly related to quality ELCC programming. In the absence of a concrete retention strategy, ECEs and others are invited to consider ways to mitigate feelings of professional isolation through mentorship and the development of an online community of practice. (Presentation)</p>	<p>B15 All Children as Community Members: Co-Constructing the Language Arts Curriculum Angie Burdett (ELA and Literacies Consultant, Manitoba Education) Lisa Goolcharan (ELA and Literacies Consultant, Manitoba Education) The way we view and position children in our schools, classrooms and communities has an impact on how we approach teaching and learning and how language and literacies are expressed, enhanced and evolve over time. In English Language Arts, teaching and learning is co-constructed and the conceptual framework positions all learners as competent. We will share</p>

the stages of block play children progress through, and how you can facilitate children's play with blocks. (Workshop)	language and programs that we utilize to care for the children in these complex circumstances. We will also hear (via interview) from middle and early years students who are in care. We will explore the questions: What does it really mean to be a caring adult? and How does this reflect in our daily work with children? (Presentation and discussion)		stories of practice from the field that reflect all learners' competencies for living, working, and learning in meaningful contexts and communities. (Workshop)
2:30 – 2:45 pm	Break		
2:45 – 4:00 pm	Session C: Concurrent Sessions (75 minutes)		
BC1 PART 2	BC 2 PART 2	BC 3 PART 2	
BC 4 PART 2	BC 5 PART 2	BC 6 PART 2	BC 7 PART 2
<p>C8 IIKO TO TAMAPSI POOKAIKS/Children Matter Elder Roy Bear Chief Dr. Carolyn Bjartveit (Assistant Professor, Department of Child Studies and Social Work, Mount Royal University, Calgary) Therese Wiart Jenkinson (M.Ed.- Assistant Professor, Department of Child Studies and Social Work, Mount Royal University, Calgary)</p> <p>In considering the <i>Truth and Reconciliation Commission's</i> (2015) Call to Action #12 for developing culturally appropriate early childhood education programs for Aboriginal families, we emphasize that all children matter and should see their 'self' reflected in <i>flight: Alberta's Early Learning and Child Care (ELCC) Framework</i> (Makovichuk, Hewes, Lirette & Thomas, 2014). In this interactive session, we will share how collaborative work with Elder Roy Bear Chief, based on the Blackfoot narrative of "Ani to pisi" (spider web), is sparking dialogue, layering diverse cultural beliefs</p>	<p>C9 A Fluid Classroom Environment: Reflections on Teaching and Learning Nicole Platsko (Teacher, Amber Trails Community School, Seven Oaks School Division)</p> <p>Embracing and celebrating the diverse families who come to us is critical to building an engaging learning community. How are we intentional in ensuring that students and their families are reflected in our classroom environment? How do we design the spaces to welcome students at the beginning of the year and how does this space evolve and grow as we come to know one another better? How do we consider children's individual and collective voices around our classroom? Come and walk alongside of one teacher's journey as she allows the children to take ownership of their space while at the same time, considers her own philosophy and beliefs about teaching and learning. (Presentation)</p>	<p>C10 Silent or Silenced Period: A Narrative Inquiry into One Emergent Bilingual Child's Transition from Home to Preschool Dr. Yi Li (Associate Professor, Faculty of Education, University of Manitoba)</p> <p>"Does your daughter speak a lot at home?" This question came to me in an email in February 2015, one month before my daughter Li Li turned four years old. Li Li had been attending this daycare for six months and her lack of English language development became a concern for the daycare workers there. However, I was more concerned about her dwindling enthusiasm to go to the daycare each and every morning as time went by. What had happened? I will revisit the notion of "silent period" (Bligh, 2014; Chumak-Horbatsch, 2012) in second (additional) language learning by narratively inquiring (Clandinin & Connelly, 2000; Clandinin, 2013) into Li Li's experiences of transition from home to preschool. I will also share the lessons I have learned along the way as a parent, a second (additional) language learner and teacher, and a teacher educator. (Sharing circle)</p>	<p>C11 Sharing Stories: Reflecting Indigenous Culture Nancy Tovell (Program Coordinator- Bookmates, Inc.) Using children's books and activities with an Indigenous focus, this workshop will give specific strategies on how caregivers and professionals can extend literacy concepts in a way that invite children to learn through engaging and kinesthetic experiences. Participants will learn about book bags, story tarps, puppet making, masks, dramatic role playing, sharing circles and oral storytelling. These hands-on experiences invite children and their caregivers to explore literacy in a way that strengthens their understanding of stories, concepts, rhymes, and songs, ultimately supporting and enhancing the fundamentals of family literacy while celebrating Indigenous culture. (Workshop)</p>

<p>and practices, and offering hope in creating a more inclusive ELCC curriculum framework. (Presentation)</p>			
<p>C12 Building Authentic Curriculum around Power and Agency – The Story of a Free Library Karl Campbell (Teacher, Victory School, Seven Oaks School Division) It started with a problem which had a teacher and students posing thoughtful questions that involved a school community. It evolved into a genuine curiosity about how to make literacy accessible to all families and how each child could impact that change. See how this classroom took on many different learning directions, how the teacher managed this and the realization that he was a co-learner and co-researcher with the children. Careful listening and respect for children’s questions facilitated their search for answers and their understandings of social justice issues. while centering student voice, advocacy and action. (Presentation)</p>	<p>C13 Storytelling, Literacy, and Building a Classroom for All Our Relations Marc Kuly (M.Ed, Professor and Coordinator of Service Learning, Faculty of Education, University of Winnipeg) Humans are hard-wired for story. Yet, much of literacy work with young children focuses more on the attainment of levels rather than a celebration of the stories that those levels help students explore. This session will explore two things. One is how recognizing our deep desire to listen to and tell stories can lead to gains in literacy for young children. The other is to expand the idea of literacy to include issues of humanity and intercultural understanding. Hopefully, it will provoke insights and ideas about how storytelling can be used to create a classroom that welcomes all our relations through stimulating curiosity, acceptance and yes, better reading and writing skills. (Presentation or workshop)</p>	<p>C14 Early Childhood Education (ECE) Practicum Far and wide Gyda Chud (Early Childhood Education Faculty Forum, Vancouver Community College) Laura Massie-Fowler (Early Childhood Education Faculty Forum, CEGEP Heritage) Ruth Lindsey-Armstrong (Early Childhood Education Faculty Forum, Red River College) Using the “5WH” approach, our session will focus on the what, where, when, who, why and how of our ECE practica in ECE across Canada. We will share our successes, challenges and ideas for moving forward. (Sharing circle)</p>	
<p>4:00pm – 6:00pm</p>	<p>Science of Early Child Development (SECD) ECE Faculty Reception Networking Event at Amber Trails Community School. Hosted by Science of Early Child Development staff (SECD). All ECE faculty members are invited for refreshments to connect with colleagues and learn more about SECD resources and the ECE Faculty Forum.</p>		
<p>DAY 3: Saturday, May 2, 2020</p>			
<p>9:00 am</p>	<p>Greetings CAYC AGM Keynote: Sonya Ballantyne</p>		
<p>10:30 am</p>	<p>Break (If you choose the excursion (E2), then the bus leaves after the break)</p>		

10:45am – 11:45am	Session D: Concurrent Sessions (75 minutes) or E2: Optional Excursion	
<p>E2 OFF-SITE EXCURSION to Inspired by Wonder (formerly Robertson Early Enrichment Program) Pat Furman (Director, Inspired by Wonder) This visit will reflect Inspired by Wonder’s inclusive practices, how we recognize diversity as a strength, and how we use this to create a sustainable environment through our relationships and partnerships with our children, educators, parents, and members of our community. Tangible innovative ideas and children’s projects will be highlighted. inspiredbywonder.ca</p> <p>NOTE: This excursion requires an additional cost and will include lunch and transportation. Participants will leave from the Victoria Inn at 10:45am, after the Keynote and break. You will return to the hotel at about 2pm.</p>	<p>D1 *CAYC INVITED SESSION* Common Worlding with Children in Precarious Times Dr. Veronica Pacini-Ketchabaw (Professor, Western University, London, Ontario) This session will introduce ‘common world pedagogies’ as an alternative perspective to neocolonial environmental stewardship approaches. The audience will be invited to participate in a series of activities. (Workshop) See more about Commons World Pedagogies: www.commonworlds.net.</p>	<p>D2 Navigating Intercultural Practice in a Culturally and Linguistically Diverse Child Care Centre Dr. Christine Massing (Associate Professor, Early Childhood Education, Faculty of Education, University of Regina) Haiming Li (Graduate Student) Ha Na Wee (Graduate Student) We will discuss a community-based participatory action research project undertaken in partnership with the Regina Open Door Society’s Child Care Centre. This project is aimed at constructing models for eliciting, honouring, and integrating cultural and familial resources related to early childhood education and care. We are working alongside immigrant/non-immigrant educators and newcomer families to co-create practices that blend dominant and cultural perspectives. In this session, we will focus on educators’ and families’ cultural assets and invite dialogues about how these knowledges might be reconciled with the dominant ‘professional’ ways of being with children. (Presentation and discussion)</p>
<p>D3 Gender Disrupted During Story Time: A Visual Essay Cayley Burton (Graduate Student, Early Childhood Education University of British Columbia, Vancouver)</p>	<p>D4 Changing the Dialogue through Storytelling: Building Bridges of Understanding Amongst Culturally Diverse School Communities Amanda Capina (M.Ed, Educator, Vice-Principal, École Garden Grove School,</p>	<p>D5 Dismantling the Barriers between Managerial and Pedagogical Decision-Making Processes: A Facilitated Dialogue Between a Pedagogist, a Child Care Manager and One of the Co-founders of the B.C Pedagogy Network</p>

<p>Using children’s literature as an entry point into conversations about gender diversity, this presentation advocates for critical readings of picture books between children and adults in classroom environments. Through an exploration of gender non-conforming portrayals in children’s books, space for authentic inclusivity within early childhood education is created for all gender identities and expressions. (Presentation)</p>	<p>Winnipeg School Division) Creating early years environments that are safe spaces that allow for disruptive stories to be heard and shared by students and support the growth of cultural identity need to include place-based pedagogy and a strong literacy foundation. I will share a research study that focuses on the three-year practitioner inquiry research. I sought to see if, through storytelling, artefacts, photography, and multilingual text writing, culturally diverse students, families, and school community populations could build bridges of understanding—appreciating the cultural differences, while showcasing each individual’s traditions, cultures, and voice. This inquiry aimed to build connections between groups of people that were vastly different and struggling to connect to one another. (Presentation)</p>	<p>Adrienne Argent (Faculty, Capilano University, North Vancouver) Sara Sutherland (Director of the Capilano University Children’s Centre, North Vancouver) Dr. Kathleen Kummen (Chair of Education and Childhood Studies Capilano University, North Vancouver) Dr. Cristina Delgado Vintimilla (Pedagogista, Assistant Professor, Faculty of Education, York University, Toronto)</p> <p>Thinking with Peter Moss’s (2014, 2018) call for alternative narratives and transformative change we will engage in a facilitated dialogue about creating conditions that open up possibilities for vibrant and inventive pedagogies to thrive in early childhood settings. In this dialogue we will also speak to our own process of dismantling managerial practices that are deeply grounded in efficiency. (Sharing circle)</p>
<p>11:45am – 12:00pm</p>	<p>Conference Closing Celebration “Ninestoin”, A Nehiyaw Song by Linden Meadows School Choir, Pembina Trails School Division, led by Ms. Kara Dueck, alongside Dr. Elder Winston Wuttunee “Gakina Abinoonjii”ag”, Choir and Drum Performance by The Ojibwe Choir, from Riverbend Community School, Seven Oaks School Division, led by Ms. Gloria Barker</p>	

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