22nd RECE Conference 2014
Spaces of Resistance: Histories and futures

Kent State University
Kent, Ohio  USA

SUNDAY, NOVEMBER 2, 2014

5:00 – 7:00 P.M. Welcome reception
Location

7:00 – 8:30 P.M. PLENARY I –
Location
Troubling Regimes of Evaluation: Towards
Re/invigorated Communities of Praxis

Hidden Transcripts and Democratic Evaluation in the
Shadow of NCLB
Mark Nagasawa and Jessica Ruiz

QRIS in AZ: Inequities for Children in Family, Friends
& Neighbor Care
Beth Blue Swadener and Eva Marie Shivers

Examining the Impact of Teacher Performance
Assessments on Early Childhood
Lacey Peters
MONDAY, NOVEMBER 3, 2014

8:00 – 10:00 A.M.  REGISTRATION

8:15-9:45 A.M.  PARALLEL SESSION I

Conference Room 1: Kent

Agency & Resilience

Re-Interpreting Diverse Young Children’s Social Behaviors: Seeing New Forms of Agency through Play
Susan L. Recchia and Tran Templeton

The Problem with Respect: Rethinking Notions of Agency and Resilience for Children Developing in the Midst of Challenging Circumstances
Travis Wright

Communal Agency and Development Economics within Immigrant Early Childhood Communities
Jennifer Keys Adair

Conference Room 2: Dix

Stigmas-Free Child Care: Providing Accessible Child Care to Sex Workers
Erin Caldwell

Motherhood in Qatar: A Feminist Post-Colonial Analysis
Radhika Viruru, Ramzi Nasser and Julia Persky

Creating Safe and Equitable Spaces for LGBTQ Children and Their Families: Our Responsibilities and Roles as Teachers and Teacher Educators
Courtney Koestler

Conference Room 3: McGilvery

I Am Not a Terrorist, I am a Muslim: Muslim Students Experiences in Canadian Elementary Schools
Afshan Amjad

Creating an Assemblage of Lived Experiences: A Case Study of Children from Immigrant Families in Korea
Conference Room 4: Parta Annex

MinSoo Kim-Bossard

**Multiple Worlds in a Preschool: ‘A Simultaneity of Stories-so-far’ of Children’s place-making**
Zsuzsa Millei

Confronting Age Discrimination and Exclusion in a Mixed-age Toddler Classroom: Finding spaces of Resistance amidst historical discourses of development
Emmanuelle N. Fincham

Someone said, “Let there be diversity... and there was diversity!”
Koeun Kim and Pradnya Patet

**A Pre-Service Teacher’s Quest for Her Everyday Hat: A Reflexive Insight to the Disconnect Between Teaching Pedagogies**
Gina Gonnella

9:45-10:15 A.M.

Coffee/Tea Break

10:15 A.M. – 11:45 P.M.

**PLENARY II - Feeding the Controversy of Immigrant and Refugees: Actor~Network~ Actions About Child Learners, Families As Teachers, and Teachers As Learners**

Jimmy Ly Vue: “I was about in third grade, before I really knew what was going on in school”
Janice Kroeger

**The Storytelling Project**
Ilfa Zhulamanova

How one Japanese American boy became behind: Minding the gaps in early childhood English only education
Gumiko Monobe

**Carnival at Preschool Clean-up Time: Finding Spaces for Immigrant Children’s Social Engagement**
Jooeun Oh
11:45 A.M. – 12:45 P.M.  **LUNCH BREAK (on own)**

12:45 – 2:15 P.M.  **PARALLEL SESSION II**

**Conference Room 1:**  
*Kent*

Exchanging constructs of power related social/institutional systems of oppression, teacher candidate family and community textbooks, and early childhood mandated curriculum in New Mexico

Black feminist photovoice: Early childhood teacher candidates critically examine systems of power while generating possibilities for resistance  
Michelle Salazar Pérez & Margarita G. Ruiz Guerrero

Examining heteronormativity and homophobia in early childhood teacher education family and community textbooks: A critical discourse analysis  
Tammy Gibson

Exploring Mandated Curriculum: Conversations from Four Town Hall Meetings  
Lynn Bagwell & Betsy Cahill

**Conference Room 2:**  
*Dix*

*De(-)Grading Teacher Education? Resistance Of And For The Profession Of Early Childhood Teaching*  
Andrew Gibbons

The Silence of Teachers: Constructing Spaces of Resistance for Practitioners  
Dana Frantz Bentley

**Conference Room 3:**  
*McGilvery*

Disrupting The Discourse Of Schooling: Preschoolers’ Use Of Cultural Models And Social Emotional Resources In The Multilingual Development  
Sara Michael-Luna

Our Voice Matters: Multi-modal Discussions about Race in Early Childhood between Parents of Color and
Pre-service Teachers
Kathlene Holmes and Anne Valauri

Playing with power and identities in a preschool classroom
Maria Persons

Conference Room 4:
Parta Annex

Urban Playgrounds: An Investigation of Available Green Space
Rachel Konerman and Sue Schlembach

The Prepared Environment: Aesthetic Legacies, Early Childhood Classrooms, and Challenging Status Quo Design Norms
Lisa Kuh

The State of Learning Environments for Kindergarten Education in the Disadvantaged/ Rural Areas in Ghana – The case of Offinso North District
Frank Anini

2:30 – 4:00 P.M.  PARALLEL SESSION III & LAB SCHOOL VISIT GROUP 1

Conference Room 1:
Kent

Workshop - Narratives Of Disobedience And An Artful Rhizome: An Invitation To An International Collaboration In Rogue-Ness
Sheri Leafgren, Francis Broadway, Catherine Bornhorst and Katie Henry

Conference Room 2:
Dix

Workshop - 3m Conversations Of Childhood Suicide: Misunderstood, Misconstrued And Miscommunicated
Teresa Rishel and Martha Lash

Conference Room 3:
McGilvery

Creating Cultures Of Care For Wellbeing: Beyond The Moral Party Of Two
Cary A. Buzzelli and Mary Benson McMullen

The Discursive Production Of Humour Within A Norwegian Kindergarten
Bushra Fatima Syed
Where You Are Tender, You Speak Your Plural: Radical Acts Of Tenderness In The Holographic Landscapes Of Early Childhood
Chelsea Bailey and Kate McCoy

Conference Room 4: Parta Annex
Constructions Of Young Children’s ‘Disabled’ Identities
Leah Schoenberg Muccio

Knock Knock We Ain’t Dumb!: A Cautionary Transformation
Travis C. McCown and Douglass M. Conkle

South African “Values Education,” Development Education, And North-South Linking Programmes
Susan Kresky Gallwey and Gay Wilgus

4:15 P.M. Board buses
Snack bags will be provided and a late dinner will be held at Winking Lizard in Peninsula (individual checks per participant)

4:30 P.M. Depart

5:15 – 9:00 Underground Railroad Social Justice Event & Late Group Dinner

TUESDAY, NOVEMBER 4, 2014

7:30 – 9:00 A.M. REGISTRATION

8:00 – 9:00 A.M. PARALLEL SESSION IV

Conference Room 1: Kent
Unraveling The Threads Of Continuity: Stories From The Field
Melissa Jozwiak and Rachel Theilheimer

Children’s Transition To Primary School In Kenya: Policies And Practice
Nyakwara Begi
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<td>9:15-10:45 A.M.</td>
<td><strong>PARALLEL SESSION V</strong></td>
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<td><strong>Conference Room 1:</strong> Kent</td>
<td><strong>Searching For Relevance In Changing Times</strong></td>
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<td>Returning to the Asylum: The Relevance of Schizoanalysis for thinking about Pedagogy in Early Childhood Education</td>
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<td>Joseph Michael Valente</td>
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<td><strong>Is It OK To Have Been Me?</strong></td>
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<td>Jonathan Silin</td>
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<td><strong>The Ethical Fidelity Of Reconstructing Early Childhood Curriculum Development</strong></td>
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<td>Daniel J. Castner</td>
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<td>Resisting One Right Way Thinking By Being Mindfully, Heartfully, And Ecologically In Early Years Care And Education</td>
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An Autoethnographic Analysis Of A "Trouble-Maker’s" Transformation  
Lin Chen

Conference Room 3:  
McGilvery

Struggling To Teach The Child Rather Than The Standard In A High-Stakes Neoliberal Early Education Context  
Christopher P. Brown, Natalie Weber and Yeojoo Yoon

The Bridge To Nowhere: Opening New Spaces For Practitioner Discourses About Achievement Gap In Young Children And The “Valuing” Of People  
Ruth L. Peach

DAP: Wanted Or Not, Dead Or Alive  
Rebecca New, Mimi Bloch

Conference Room 4:  
Parta Annex

Reimagining Early Childhood Teachers: Recruiting And Retaining Black Male Teachers In Early Childhood Education  
Nathaniel Bryan

“Infant Teachers”: Encouraging Student Teachers To Confront And Disrupt Dominant Assumptions Around Early Care And Education During Field Experiences  
Erica M. Russo

“They Won’t Want You To Change Circle Time”: Teacher Preparation And Action Research In The Spaces Between Empowerment And Excess.  
Rochelle L. Hostler

10:45-11:15 A.M.  
Coffee/Tea Break

11:15 A.M. – 12:45 P.M.  
PLENARY III  
Location

Spaces Of Resistance Disrupting Neoliberal Governing In Early Childhood Day Care In Denmark  
Line Togsverd

Disrupting Quality machinery

Reconceptualizing the understanding of professional
knowledge in day care work
Camilla Schmidt

Reconstructing a pedagogical language based on democratic values and a broad understanding of learning related to children’s everyday life, experiences and social orientation
Jan Kampmann

12:45 – 1:45 P.M. LUNCH BREAK (on own)

1:45 – 3:15 P.M. PARALLEL SESSION VI

Conference Room 1: Kent
Is This Early Childhood Development Ours?
Deciphering What African Parents Want Their Children To Learn In Early Childhood
Godfrey Ejuu

Revitalization Of Children’s Play: Parents’ Perceptions And Practices In Kiambu County, Kenya
Esther Njeri Waithaka

Parental Perceptions Of Marketing To Young Children In The United States; A Poststructural Feminist Analysis
Kenya Wolff

Conference Room 2: Dix
Revision Of Turkish Early Childhood Education Curriculum: Looking At An Educational Reform In Turkey From A Cultural Perspective
Yasin Ozturk and Meral Besken-Ergisi

Looking Towards The Third Space -- Early Childhood Curriculum Reform In China
Xiaohua Liu and Qi Wang

A Cultural State Of Frenzy In France: Early Childhood Teacher Education Reforms, Standardization, And Professionalization
Adeline Lebeaux

Conference Room 3: Re-Examining The Notion Of “Fitness” When Teaching
McGilvery

**Diversity Issues In Early Childhood Teacher Education: A Critical Self-Study**
H. Sophia Han

**Anti-Bias Curricula And Prejudice Interventions: Where Do We Go From Here?**
Flora Farago

**Black Mothers’ Perspectives On Kinship Networks And Crack And Heroin Addictions**
Tierra B. Tivis

3:30 – 5:00 P.M.

**PARALLEL SESSION VII**

**Conference Room 1:**

*Kent*

**Resisting the normative, teleological, developmental paradigm of ECE: Articulating elements of a critical, diffuse understanding of child growth**

Karen Lombardi

**Cultivating the epistemophilic instinct in the question child**

Richard Johnson

**Sprouting Rhizomes: A Deleuzian (Re)interpretation of the (R)evolution of Childhood Subjectivity**

P. Taylor Van Zile

**Articulating socially conscious, situated, imaginative subjectivities for young children**

Kristy Nguyen & Michael O'Loughlin

**Conference Room 2:**

*Dix*

**Relationships and difficulties**

**The invisibility of children’s peer relations**

Tomas Ellegaard

**Children's relationships and friendships in day care institutions - An essential but difficult field of work for preschool teachers**

Annegrete Ahrenkiel & Kim Rasmussen

**Inclusion policy and school-home relation practices in early childhood education in Denmark**
Jimmy Krab

**Conference Room 3: McGilvery**

*Researching minority identities: reflections on methodological challenges and possibilities*
Marcela Montserrat Fonseca Bustos

*When one of them is in our place – early childhood settings as spaces of resistance*
Sonja Arndt

*Exploring Troubling Binaries: Promoting Authentic Learning Through The Visual Arts*
Karen Ventura-Kalen

**Conference Room 4: Parta Annex**

*Living in a baby proofed world: Moving away from a focus on safety and toward agency in early childhood*
Amanda Reeves Fellner

*Socialization as a method of learning in early childhood education in the Maasi community*
Sylvia Silah Sangiriaki

*Civic mindfulness in the context of consensus-building dialogue: The interplay of children’s stance and performance*
Jennifer Hauver James and Jessica F. Kobe

5:15 – 6:45 P.M.

**PARALLEL SESSION VIII**

**Conference Room 1: Kent**

*Roundtable Sessions*

*What Do Administrators Think Are The Characteristics Of A High-Quality Early Childhood Classroom? What Role Does Agency Play In High Quality Classrooms?*
Alejandra Barraza

*Mirando El Vaso Lleno: Countering Deficit Discourses Surrounding Young Children Of Latin@ Immigrants*
Kiyomi Sanchez-Suzuki Colegrove

*Challenges Of Implementing Language Policy In Kenyan Early Childhood Education Programmes*
Rachel W.Kangethe-Kamau, Margaret W. Mwangi
Conference Room 2: Dix

Roundtable Sessions
Chinese Parents’ Language Experiences Impact Efforts For Children’s Acquisition Of Biliteracy
Shu Hui Lin

Why Is It So Difficult To Enter Japanese Elementary Schools?-A Case Study Of Empowerment Program For Young Children With Cultural And Linguistic Diversity
Chi haru H. Uchida

Using Place Based Education To Build On Diverse Children’s Funds Of Knowledge
Beth Powers Costello, Seth Guest and Jacqueline Williams

Reconceptualizing Educational Tools In The Post-Industrial Context: Reclaiming Human Capacity And Freedom
Maylan Dunn-Kenney

Conference Room 3: McGilvery

Poster Session
Disability As Part Of The Reconceptualizing Early Childhood Education Movement
Aja A. McKee and Audri M. Gomez

Play History To Play Practice: Teachers’ Playful Pasts And Pedagogical Present
Katelyn Clark

Deconstructing The Gendered Discourses Of DAP: Thinking About How To Move From Critique To Action
Kaitlin Northey-Berg

Kent State Lab School Teachers Panel

Conference Room 4: Parta Annex

The Integration of Child, Parent, and Teacher Perspectives into an Outdoor Learning Laboratory
Pam Hutchins

Researching with Children: How Preschool Children’s Perspectives Inform Pedagogical Practices
Julie Stoll
The Great Squirrel Chase: Extending the Outdoor Experience through the Winter Months with Toddlers
Terri Cardy & Jodi Monaco

(title tba) Kindergarten's perspectives in doing things
Alisa Westover

6:45 – 8:45 P.M. GALA DINNER at La Ziza's
Bloch Distinguished Career Award Announcement

WEDNESDAY, NOVEMBER 5, 2014

9:00-10:30 A.M. PLENARY IV

Location
Resisting, Reimagining, And Remapping Child/Hoods: De/Reterritorializations Through Cinema

Bringing materiality to justice: Mapping child/hood relations “after the end of the world”
Casey Y. Myers

Problematizing and reimagining the vulnerable child/hood
Kylie A. Smith

In-side/Out-side Mundane Child/hoods: Walls, Angles and Flows of the Early Years Centre
Marek Tesar

10:30-11:00 A.M. Coffee/Tea Break

11:00 A.M. – 12:30 P.M. BUSINESS MEETING & LAB SCHOOL VISIT GROUP 2

12:30 – 1:30 P.M. LUNCH BREAK (on own)

1:30 – 3:00 P.M. PARALLEL SESSION IX

Conference Room 1: Kent
Making The Embodied Practices Of Preschool Children And Teachers Visible

Schooling the collective body: The enduring role of
group exercise (guangbo ticao) in Chinese early childhood education
Chang Liu

Exploring the impact of the body on perceptions of children as learners
Amy Noelle Parks, Marsha Francis and Rachel Monette

Making the Embodied Practices of Preservice Teachers Visible: Video Assessments of Teachers
Bing Xiao and Joseph Tobin

Conference Room 2: Dix

Placing Student Teachers Outside Of Their Comfort Zones: Socially (Un)Just Teacher Beliefs About Diversity
Bob Capuozzo

Resisting Dominant Discourses Of Professionalism In Early Childhood Education In Chile: Mapping The Situation And Creating Dialogues
Maria Viviani

Who Decides What Children Learn And What Teachers Teach? Children And Teachers Being Constructed And Constructing Themselves In Early Childhood Classrooms
Sue Novinger Robb and Leigh O'Brien

Conference Room 3: McGilvery

It All Starts Somewhere: Reimaging A Parenting Program As An Event.
Jane Lemon Hargreaves

Reconceptualizing Social Support In Contexts Of Diversity
Naomi Geens, Michel Vandenbroeck and Griet Roets

A Phenomenological Analysis: Collaborative And Negotiated Communities Of Practice In Early Education Settings
Angela Roybal-Lewis

Conference Room 4: Parta Annex

Competing And Resisting Language Ideologies: Family
Language Policy And Heritage Language Maintenance In Preschool Bilingual Acquisition
Timothy Vetere

Conserving Indigenous Languages: Challenging Neocolonial Practices In Early Schooling
Gladwell N. Wambiri and Mary N. Ndani

“Young Children’s” Indigenous Knowledge In Rural Tanzania: A Space For Resistance
Laura Edwards

3:15 – 4:45 P.M.  PARALLEL SESSION X

Conference Room 1: Kent

Reconceptualizing Teacher Education Through A Critical Race Theory Lens: What Early Childhood Teacher Educators Can Learn From The Experiences Of Pre-Service Teachers Of Color
Tara Lencl, Marisa Chin-Calubaquib, Ranita Cheruvu and Mariana Souto-Manning

Exploring With Young Children And Aunties How We (Re)Create, Regulate, Resist And Transform Discourses Of ‘The Young Chilean Child’ In The Nursery
Ximena Galdames Castillo

The Use And Misuse Of Teaching Strategies GOLD: The Potential For Engaging In Practices Of Freedom Through The Representation Of Young Children
Melissa Scott

Conference Room 2: Dix

Potentials And Challenges Of Universal Pre-Kindergarten As A Space For Resisting Status Quo Pedagogies And Outcomes For Appalachian Children And Their Families
Melissa Sherfinski

Play As The Medium For Teaching African Culture In Early Childhood Education In Pastoralist Communities Of Kenya
John Teria Ng’asike

Being Hydra: Mothers Being Resistant, Rebellious And
Resilient In Another Mother’s Classroom
Denise Oen

Conference Room 3: McGilvery
Vulnerability In Third Spaces: Graduate Student Supervisors’ Experiences Of Professional Growth And Identity In Teacher Education
Kathryn Boonstra

Third Space Encounters: The Early Childhood Art Classroom As A Site For Fostering Newness And Resistance
Shana Cinquemani

Young Children’s Digital Game Space As The Space Of Resistance In Modern Life
Youn Jung Huh

Conference Room 4: Parta Annex
Reassembling Teaching And Learning: Applications Of Bruno Latour’s Actor-Network-Theory In Early Childhood Research And Practice

Beyond the Mind-Body Binary: The Material Spirit of Pioneers in Early Childhood Education
Suyun Choi

“What Makes High Quality Teaching?”: Reexamining the Discourse on Teacher Quality
Eunji Cho and Sungeun Jung

From Social Construction to Hybridity: Implications of Latour’s ANT for the Study of Young Children At-Risk of Being Diagnosed with Attention Deficit/Hyperactivity Disorder
Kyunghwa Lee

5:00 – 6:15 P.M. PLENARY V

Strange Bedfellows: Who Supports And Who Opposes The Common Core Standards?
Dory Lightfoot

De-CLASS-Ified: A Genealogical Analysis Of The CLASS Assessment Tool
Sonya Gaches, Diana Hill and Bridget Longoria

Fragments Of Resistance: (Im)Possible Attempts At Transforming Initial Practitioner Education
Colette Murray

6:45 – 6:45 P.M.              CLOSING REMARKS AND LOOKING FORWARD
7:00  P.M. - ?               DINNER (on own)

THURSDAY, NOVEMBER 6, 2014

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