

Honoring the Child, Honoring Equity 12
Troubling truths: bridging divides for equity

16-17 November 2012
University of Melbourne, Australia

The 2012 Honoring the Child, Honoring Equity Conference is supported by the
following:

MILLY SYDNEY MARTINDALE
Conference Awards

Equity & Childhood Program
Conference Awards

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Welcome

Honoring the Child, Honoring Equity 12: Troubling truths: bridging divides for equity

Conference aims, hopes and themes

The Equity and Childhood Program, Youth Research Centre would like to welcome you to our twelfth Honoring the Child, Honoring Equity conference. The theme of this year's conference is *Troubling truths: bridging divides for equity*. In our program we have seminars, papers and workshops that explore the following:

- How can we trouble truths to honour equity?
- What actions are we taking or might we take to explore bridging divides for equity?
- What tactics and strategies for change have been explored?
- How can we explore issues of challenging power and knowledge?
- How can we query communities?
- How can we value and/or validate diversity in practice and policies?
- What has research and practice raised in the search for diverse theoretical possibilities and perspectives in honouring equity?
- How can we share stories of bridging divides for equity?

In 2012 we welcome local, interstate and international delegates - researchers, practitioners, teachers, resource workers, advocates and government and non-government organisations. This diversity makes for a lively and interesting conference. We look forward to engaging with you during the conference.

Conference Awards

The year we were pleased to introduce the *Equity and Childhood Program Conference Awards*. The aim of this award is to support educators working in early childhood who could not receive workplace funding for professional development in the area of equity and social justice to attend the *Honoring the Child, Honoring Equity* conference. These Awards express our commitment to equity and change in research and professional development. The award funded three early childhood practitioners who were interested in attending our conference, as a way to support practice for equity in their everyday work with children and families. These educators may otherwise have been unable to attend due to lack of access to funding for professional development. This award was open to all staff currently working in the early childhood field or in the early years of school, including those with Certificate III, Associate Diplomas, Diplomas and Bachelor qualifications. Three awards were offered which covered the full cost of conference registration fees. Our congratulations go to the successful applicants.

We are again delighted that we were able to offer the *Milly Sydney Martindale Conference Awards*. The Awards covered the cost of a Student Full Conference Registration for three conference delegates. This Award has been offered by Dr Sue Atkinson, a Yorta Yorta woman who has been involved in Early Childhood Education and Care for over 30 years and in Indigenous early childhood education and care since 1985. Sue was the first Koorie person to graduate as a kindergarten teacher in Victoria. Sue has developed these awards in honour of her late Godmother. The awards are specifically designed to support students studying early childhood who are experiencing financial hardship to be able to attend the *Honoring the Child, Honoring Equity* conference. Our thanks go to Sue for offering these awards and our congratulations to the successful applicants.

Publishing your paper

We publish a fully-refereed international on-line journal – the International Journal of Equity and Innovation in Early Childhood (IJEIEC). IJEIEC aims to explore and advance early childhood education and thinking about childhood by publishing work that illustrates, extends, inspires and provokes innovative approaches. 2013 will be the final volume published of IJEIEC. We encourage you to consider publishing your paper via IJEIEC to share your work with an international audience beyond the conference. For submission details visit our website or email: education-ceiec@unimelb.edu.au. Australian presenters should note that the journal is a recognized as a research journal.

Useful Information

Getting to the Conference Venue from the Airport

The University of Melbourne and Carlton are approximately 30 minutes from Melbourne International Airport along the Tullamarine Freeway (a toll applies via the most direct route). The easiest way to get to the city is via the Skybus from the airport, which costs around A\$17 per person. SkyBus offers a shuttle bus service from the airport to Melbourne CBD, which operates 24 hours, 7 days a week and departs every 10 minutes. For more information Skybus visit: www.skybus.com.au. A Tram or Taxi could then deliver you to Parkville campus of The University of Melbourne. Alternatively, there is a Taxi Rank at the Airport. Fares to the CBD are approximately A\$50. A taxi from Southern Cross Station will cost approximately A\$13.

The conference will be held in the 234 Queensberry Street Building which is located on the corner of Leicester and Queensberry Streets, Carlton. More information on the location of the conference venue can be found on page 6.

Getting Around Melbourne by Public Transport

All Swanston Street trams heading north from the central business district travel to the University of Melbourne. To reach the conference venue disembark at Stop 4 Queensberry St/Swanston St. From the tram stop continue to walk north to the intersection and turn left into Queensberry St. The 234 Queensberry St Building is on the second block on the right. To return to the CBD all trams heading south along Swanston Street will take you back to the city centre. They are frequently available to the CBD (7 minutes duration at peak times), Southbank (around 10 mins) and St Kilda (25 mins). Further (multilingual) public transport information can be found at <http://ptv.vic.gov.au/>.

Telephones

Most public telephones now use paid phone cards. These can be purchased in post offices and newsagents in denominations from A\$5 to A\$50. They can be used for local, interstate and international calls. A pay phone is located for public use outside the 234 Queensberry Street Building.

Entertainment Guides

The following online entertainment directories are available:

Visit Melbourne: www.visitmelbourne.com/

Tourism Victoria: www.visitvictoria.com

Citysearch: <http://melbourne.citysearch.com.au>

Registration Desk

The registration desk will be open for the duration of the Conference in the foyer of Level 2, 234 Queensberry Street Building. Messages for participants can be left here. Please check regularly as announcements will not be made for messages.

Parking

There are several parking options available for the conference.

For information on visitor parking on campus please visit the Parking Office webpage at: http://www.pcs.unimelb.edu.au/services/parking/car_parks

Meter parking is available near the venue. All day meter parking is available along Royal Parade, toward College Crescent. Bicycle parking is available outside the Law Building and also in the University Square Car Park on Level 1A near the lifts. Anyone wishing to park their bicycle in the car park should use the lift to access level 1A. For more information contact Campus Operations on (03) 8344 4674.

Luggage

Anyone wishing to leave luggage, bags, etc, please ask at the registration desk.

Taxi Cabs

Silver Top Taxi Services	13-1008
13CABS	13-2227

If the rooftop sign on the taxi is illuminated, then it is available to take your fare. The orange lights on the sign mean that the taxi driver is on duty and is busy with a fare. No lights at all (orange or illuminated sign), more than likely means that the driver is off duty. Pickup point can be given as "234 Queensberry Street, corner of Queensberry and Leicester Streets".

Tippling & Gratuities

Tippling, while appreciated is not required in Australia. If you feel you have received superior service, a gratuity would be welcome.

Banks, Post Offices & ATMs

Banks are generally open 9:30am-4pm Mon-Thu; 9:30am-5pm Fri. In some states selected banking facilities are available on Saturday morning. General office hours, including Post Offices, are 9am-5pm, Mon-Fri. Stamps are often available at front desks of hotels and motels and at selected retail outlets.

ATM cards can be used in Australia at both ATMs (Automatic Teller Machines) and at participating retail locations, so long as they have been enabled for international access. Your ATM card must carry either the CIRRUS, PLUS or STAR international ATM mark or the Interlink or Maestro POS mark. Travellers should contact their bank at home for information on availability and service charges.

Climate

The climate is generally pleasant without extremes in temperatures. Broadly there are two climatic zones. In the north, above the Tropic of Capricorn, about 40 percent of Australia is in the tropical zone. The remaining areas lie in the temperate zone.

Australia's seasons are the opposite to those of the Northern Hemisphere.

- Spring: September-November
- Summer: December-February
- Fall: March-May
- Winter: June-August.

Clothing

In the tropics lightweight (natural fibres) clothing is suitable year-round. In the southern temperate regions, summers (Dec-Feb) are warm to hot and lightweight clothes are suitable for daytime, but keep a jacket or sweater handy as nights may be cool. For the southern winters (Jun-Aug) sweaters and warmer clothes are advisable. Most of the time just keep it light and comfortable.

Credit Cards & Travellers Cheques

The most commonly accepted credit cards are American Express, Bankcard, Carte Blanche, Diners Club, MasterCard, Visa and their affiliates. Use may be restricted in smaller towns and country areas and small retail shops. You should cash travellers cheques at banks or larger hotels as it may be difficult elsewhere. Some banks may charge a small fee for cashing travellers cheques. Banks will cash most travellers cheques in every currency.

Currency & Exchange

Australian currency is decimal with the dollar as the basic unit (100 cents equals one dollar). Exchange facilities are available for all incoming and outgoing flights at all international airports in Australia. Changing foreign currency or traveller's cheques can be done

quickly and efficiently at most banks. American Express Foreign Exchange is located at 233-239 Collins Street in the City.

Customs & Quarantine

Strict laws prohibit or restrict the entry of drugs, steroids, firearms, protected wildlife and associated products. All animals, animal products, food stuffs, plants, and plant products must be declared.

More information can be found at the following websites:

Customs: www.customs.gov.au

Quarantine: www.daff.gov.au/aqis

Electricity

The electrical current in Australia is 240/250 volts, AC 50Hz. The Australian three pin power outlet is different from that in North America so you will need an adapter socket. If your appliances are not 240/250 volts you will need a voltage converter. Universal outlets for 240V or 110V appliances are usually found in leading hotels.

Medical

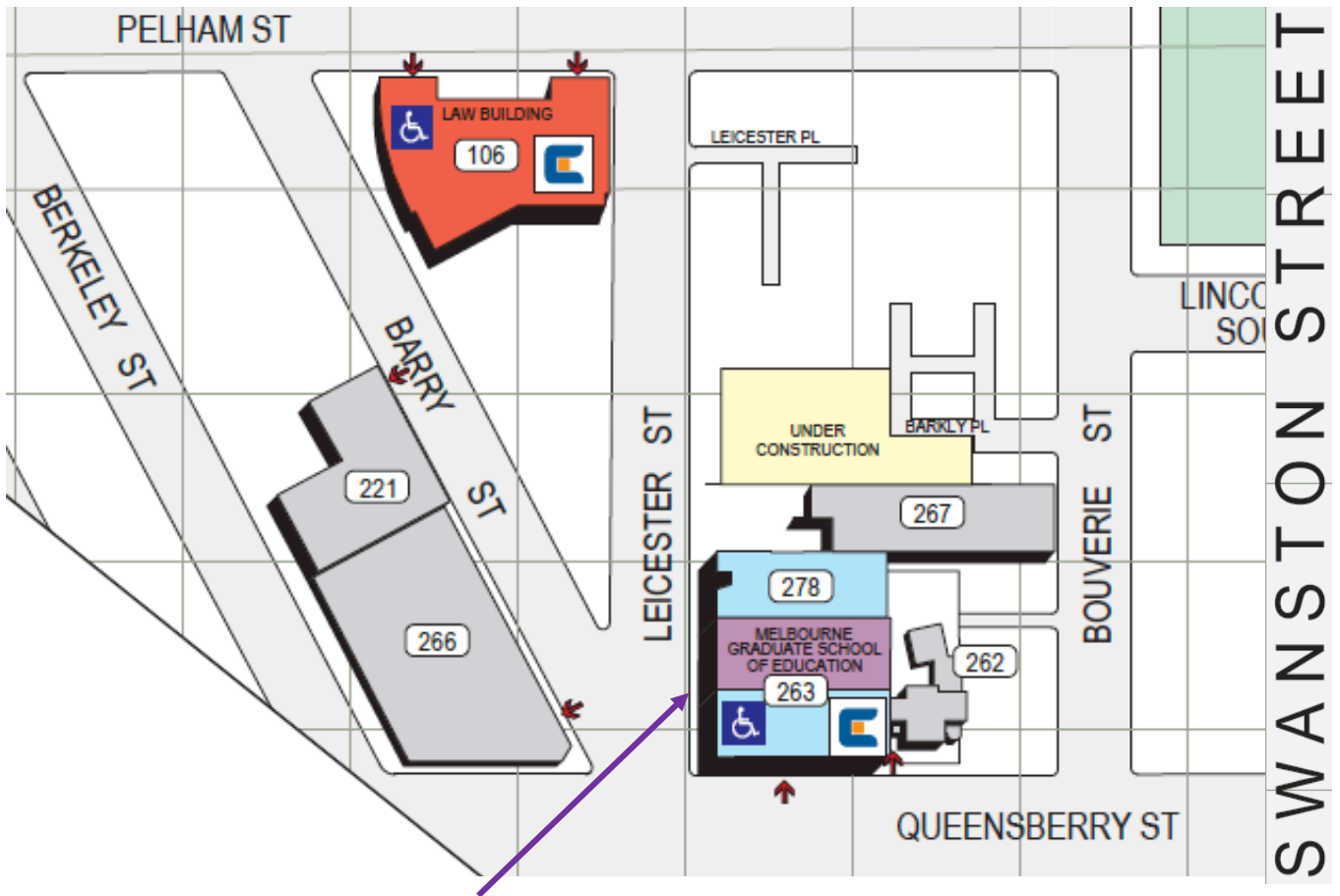
Chemists (Pharmacists) can fill most prescriptions but some may need to be reissued by an Australian registered doctor. In the event of illness, your hotel should be able to call a doctor or refer you to one, or you can call your country's High Commission, Embassy or Consulate-General for a list of doctors. It is recommended that you travel with adequate travel insurance.

Time Zones

There are three time zones in Australia Eastern Standard Time (EST) which operates in New South Wales, Australian Capital Territory, Victoria, Tasmania and Queensland; Central Standard Time (CST) in South Australia and Northern Territory; and Western Standard Time (WST) in Western Australia. CST is one half hour behind EST, while WST is two hours behind EST.

How to get to the Conference Venue

The 234 Queensberry Street Building is located on the corner of Leicester and Queensberry Streets, Carlton.



234 Queensberry Street Building

Level 2: Registration Desk, Keynote Presentations

Level 4: Seminar Rooms

Conference Program Summary

Friday 16 November	
8.30am	Registration Opens
9.00am-9.30am	Welcome by Wurrundjeri Elder Opening remarks
9.30am-10.30am	Keynote 1 – Professor Pat Dudgeon
10.30am-11.00am	Morning Tea
11.00am-12.30pm	Session 1
12.30pm-1.30pm	Lunch
1.30pm-2.30pm	Session 2
2.30pm-3.30pm	Session 3
3.30pm-4.00pm	Afternoon Tea
4.00pm-5.00pm	Keynote 2 – Associate Professor Linda Mitchell
5.00pm	Day Concludes
6.00pm	Conference Dinner

Saturday 17 November	
8.30am	Registration Opens
9.00am-9.30am	Storytelling
9.30am-10.30am	Keynote 3 – Ms Zorica Trikic
10.30am-11.00am	Morning Tea
11.00am-12.00pm	Session 4
12.00pm-1.00pm	Session 5
1.00pm-2.00pm	Lunch
2.00pm-3.30pm	Session 6
3.30pm-4.00pm	Afternoon Tea
4.00pm-5.00pm	Keynote 4 – Professor Beth Blue Swadener
5.00pm	Conference Concludes

Keynote Speaker Profiles



Professor Pat Dudgeon

School of Indigenous Studies, University of Western Australia, Honorary Research Fellow, Centre for Research Excellence Aboriginal Health and Wellbeing, Telethon Institute for Child Health Research, WA

Biography

Professor Pat Dudgeon is from the Bardi people of the Kimberley in Western Australia. She was the first Aboriginal psychologist to graduate in Australia and has made outstanding contributions to Indigenous psychology and higher education. She is a research fellow at the School of Indigenous Studies, University of Western Australia. Her roles include Chief Investigator in a ARC (Indigenous Discovery) grant, *Cultural Continuity and Change: Indigenous Solutions to Mental Health Issues*. This project is to develop Aboriginal understandings for improved social and emotional wellbeing in the Aboriginal communities of Broome and Perth. Concepts of cultural continuity and social and emotional wellbeing will be compared and validated by the Aboriginal communities of Perth and Broome through a series of focus groups and community meetings. Indigenous mental health statistics are of grave concern and different approaches that encompass locally derived Aboriginal knowledges and how these can be actioned are essential. The outcomes of this research will inform programs, services and policy to better meet the mental health needs of Indigenous people. She is also a Chief Investigator in the NHMRC Centre for Research Excellence Grant. *Aboriginal Health and Wellbeing: From Marginalised to Empowered: Transformative Methods for Aboriginal Health and Wellbeing* in the Telethon Institute of Child Health Research, Perth Western Australia.

Background

She was the Head of the Centre for Aboriginal Studies at Curtin University, for some 19 years, leading the field in providing culturally appropriate education. As well as leadership in Indigenous higher education, she has also had significant involvement in psychology and Indigenous issues for many years. She has undertaken much work and many publications in this area and is considered one of the 'founding' people in Indigenous people and psychology. She is involved in many organisations and of note; she was inaugural Chair of the Australian Indigenous Psychologist's Association. She is currently a research fellow at the School of Indigenous Studies at the University of Western Australia, researching Aboriginal women and leadership. She is actively involved with the Aboriginal community, having an ongoing commitment to social justice for Indigenous people. Pat has participated in numerous state and national committees, councils, task groups and community service activities. Of significance; she was a member of the Parole Board of Western Australia for several years. Pat Dudgeon has always worked in ways that empower and develop other Indigenous people. Current committee memberships include:

Commissioner, National Mental Health Commission,
Chair, Aboriginal Torres Strait Islander Mental Health Advisory Group to DoHA
Member, National Aboriginal Torres Strait Islander Suicide Prevention Advisory Group,
Member, The National Indigenous Health Equality Council,
Member, Research Advisory Committee for the Aboriginal and Torres Strait Islander Healing Foundation,
Steering Committee and Founding Member of *Australian Indigenous Psychologist Association (AIPA)*,
Board Director, Derbarl Yerrigan Health Service, Perth.
Board Director, Marr Mooditj Aboriginal Health Training.

Keynote Title: Aboriginal and Torres Strait Islander Perceptions of Social and Emotional Well Being

Abstract:

Aboriginal people have suffered through the effects of colonisation and dispossession. While these impacts have varied according to patterns of settlement, all Aboriginal people are living out the consequences of these impacts in their contemporary lifestyles. There is recognition that traditional Western mainstream public health approaches have failed Indigenous people and this is largely due to interventions having little or no understanding of Indigenous people's realities and exclusion of Indigenous people in these. Despite the resources made available for addressing Indigenous mental health, a gap remains between the Indigenous and non-Indigenous populations. This presentation will overview Aboriginal concerns and solutions, propose ideas of culturally appropriate concepts of Indigenous mental health and examine how the Aboriginal community perceives these and how they can be addressed and strengthened. This will include a discussion about the need for holistic approaches that are owned by the community, also Aboriginal understandings of domains of social and emotional well being that include connection to family, to community, to culture, to ancestry, to land and spiritually. These domains will be examined and Indigenous perceptions of what needs to be strengthened to create healthy cultural environments for Indigenous children will be discussed.

NOTES:



Associate Professor Linda Mitchell

Faculty of Education, University of Waikato

Biography

Linda Mitchell is an associate professor (Early Childhood Education) at the University of Waikato. She was project leader for the longitudinal evaluation of New Zealand’s strategic plan for early childhood education 2004, 2006 and 2009 and is currently leading an evaluation of the Ministry of Education’s early childhood education Participation Programme. A key aspect of this evaluation is interviews with families about their views and experiences of early childhood education. Her recent research includes a community research project with Congolese refugee families examining experiences of resettlement, aspirations for their children and views about early childhood education and care, research undertaken in collaboration with teachers analysing multi-modal literacies, a literature review on outcomes of early childhood education, national surveys of early childhood services and research investigating quality in parent/whānau (family)-led services.

Keynote Title: Early childhood provision: Democratic communities for citizenship and social justice?

Abstract:

How might policy and practice enhance early childhood care and education services as democratic communities for citizenship and social justice? In such provision, children are positioned as members of a social group and wider community, and families’ funds of knowledge are valued and woven into the fabric of the curriculum. Early childhood care and education is valued as a public good and a child’s right. These ideas can be linked to policy and curriculum. It is crucial to examine them in a world where childhoods are changing rapidly, discrepancies in wealth are evident both between and within countries, and commercialisation and marketisation are becoming hallmarks of provision in many countries. Several writers have argued that new ways of constructing children that emphasise citizenry rights are needed to enable responsiveness to these and other changing conditions of childhoods and to living in a democracy.

This paper draws on research undertaken by the author and a body of international research to analyse what a construct of the “child as citizen” implies for developing policy frameworks and pedagogy to support democracy and citizenship.

Tactics and strategies for change are examined. An innovative project undertaken by a coalition of early childhood organisations in New Zealand to develop a shared vision for community-based provision is used as an example to argue that researchers, academics and practitioners all have a responsibility to work collectively and individually for policy changes. Challenges for practitioners may mean letting go of power and exploring their practice with their own communities and in response to social and economic change. The paper also illustrates small tangible steps being made through research with refugee families and a community action group in planning for an integrated children and family centre to address aspirations of refugee and migrant families.

NOTES:



Ms Zorica Trikic

Program Director, CIP – Centre for Interactive Pedagogy

Biography

Zorica Trikic is Program director in one of the most influential NGOs in Serbia, CIP- Centre for Interactive Pedagogy and program specialist in International Step by Step Association operating in 29 countries (Central, South East Europe, Eastern Europe and Central Asia).

Zorica has more than 25 years of experience in the early year’s sector, working with children, parents, communities, educators and policy makers. Her focus was always on developing and implementing psychosocial and educational programs to support children and families facing most challenging life experiences such as armed conflicts, extreme poverty, social exclusion and oppression in Serbia, Balkan region, Central Asia and ex Soviet Union countries. She strongly believes (and has proof) that education has power to transform broader society and that educators are agents of change with capacity to go beyond their traditional roles - they can name realities in which children live and injustices they face, they can give voice to silenced groups of children and parents and initiate alliances in order to create more justice and equity.

In the last 20 years she has worked on Roma education issues – establishing and supporting work of community based kindergartens in Roma settlements; introducing Roma Teaching Assistants in the educational system in Serbia; building partnerships with Roma communities, Roma leaders and Roma NGOs; personal and professional empowerment of members of Roma community, especially Roma woman and mothers. She is one of the main researchers in EU MAP project “Monitoring Equal Access to quality Education for Roma in Serbia” and first-author of a National report on Roma Early Childhood Inclusion. She is one of the authors of an education for social justice program implemented in 29 countries and member of different international professional groups working on issues of peace building, equity, respect for diversity and early years programming.

Keynote Title: Being an educator in times of crisis – challenges and opportunities

Abstract:

While the world is facing one of the biggest economic crisis many not so visible, but endangering practices are establishing. Is it by accident that just now world leaders are stating that the project of multiculturalism has failed? The recent situation with Roma population all over Europe is opening many questions and can be used as an example for what we want to address and stress. We are more or less silent bystanders as we watch unacceptable practices occur, such as building walls around Roma settlements (old fashioned ghettos with more sophisticated justification), forced evictions, expelling people over the night from their homes and transporting them to their native countries, closing the borders, committing atrocities on them... Is the present situation of Roma heralding the future of all who are poor, undereducated, different...?

This keynote speech will explore potentials and strengths of education and educators to create a change not only for children and families but also for society in general. It will focus on both professional and personal empowerment of educators as key adults who work with children, but at the same time share the same/similar problems as the children and families they are working with... It will be illustrated with examples from the practices established in Eastern Europe and Balkans during and after wars and ethnic clashes in conditions of extreme poverty and uncertainty.

NOTES:



Professor Beth Blue Swadener

Arizona State University

Biography

Beth Blue Swadener is professor of Justice and Social Inquiry in the School of Social Transformation as well as Childhood Studies at Arizona State University. Her research focuses on internationally comparative social policy, with focus on sub-Saharan Africa, and children’s rights and voices. She has published nine books, including *Reconceptualizing the Early Childhood Curriculum*; *Children and Families “At Promise”*; *Does the Village Still Raise the Child?*; *Decolonizing Research in Cross-Cultural Context* and *Power and Voice in Research with Children* and serves as Associate Editor of the *American Educational Research Journal*. She has also supervised over 100 PhD dissertations and was recently recognized as Outstanding Doctoral Advisor of 2012 at her university.

Beth has done work in sub-Saharan Africa since the mid-1980s and first came to Kenya in 1992, and in Greece with focus on Roma education issues, since 1997. In 1994-95, she lived with her family in Kenya as a Fulbright Research Scholar and volunteered with street children. She was a co-founder of The Jirani Project and has continued to do volunteer work and research in Kenya. She is also a co-founder of Local to Global Justice and active in a number of child advocacy organizations.

Keynote Title: Linking Global to Local in the Lives of Children and Families: Impacts of Neoliberal Policy

Abstract:

This paper draws from collaborative projects with colleagues in Kenya, Greece, South Africa and the USA to connect global (neoliberal and neocolonial) policies to local lives and experiences of families and children. Parent and child narratives from Kenya convey the unintended consequences of development/dependency patterns in relation to policies of the World Bank and IMF and the inherent contradictions in “education for all.” Roma families and children in Greece have continued to inhabit the margins of social society and access to education, though recent initiatives have begun to address their social and educational inclusion in more effective ways. Black parents in South African townships reflect on the persistent racism and social exclusion in post-apartheid education policies and “integrated” school practices. Finally, a brief discussion of how U.S. and Arizona policies, including English-only, anti-immigrant, and banning of Ethnic Studies curriculum, impact efforts to build alliances and work for social justice. Ally strategies and decolonizing methodologies are also discussed.

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Conference Schedule & List of Speakers

Conference Session Friday

Keynote Address 1

Friday 9.30am – 10.30am

Q230 Lecture Theatre	<p>Professor Pat Dudgeon, School of Indigenous Studies, University of Western Australia, Honorary Research Fellow, Centre for Research Excellence Aboriginal Health and Wellbeing, Telethon Institute for Child Health Research, WA</p> <p><i>Aboriginal and Torres Strait Islander Perceptions of Social and Emotional Well Being</i></p>
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Session 1

Friday 11.00am – 12.30pm

Q409 Seminar Room	Q416 Seminar Room	Q417 Seminar Room	Q419 Seminar Room	Q420 Seminar Room
<p>Ms Zorica Trikic, Program Director, CIP – Centre for Interactive Pedagogy</p> <p><i>“Dreams we have for our children, what we can do to make them come true”</i></p>	<p>Helen (Mel) Hazard, Charles Darwin University</p> <p><i>Troubling Truths: An Intruder’s story of Early Childhood Teacher training in Remote Aboriginal Australia</i></p>	<p>Glenn Shea</p> <p><i>The Storyteller: Australian Board Game Educational Resource</i></p>	<p>Carmel Phillips, VCAA, Dr Priscilla Clarke, Early childhood consultant, Maggie Bishop, VCAA & Sandie Prouse, CEO, FKA Children’s Services</p> <p><i>Cultural Identity and responsive relationships</i></p>	<p>Cassandra Kotsanas, Sharon Saitta, Emma Buchanan, Claudine Lam, Bruce Hurst & Kirsten Courtney, University of Melbourne</p> <p><i>Challenging (and being challenged by!) power and knowledge as postgraduate researchers: Shared stories from a postgrad group</i></p>

Session 2

Friday 1.30pm – 2.30pm

Q409 Seminar Room	Q416 Seminar Room	Q417 Seminar Room	Q419 Seminar Room	Q420 Seminar Room
<p>Alexandra Gunn, University of Otago</p> <p><i>Inclusive early childhood education: Provocations for teacher education design and practice</i></p>	<p>Natalie Jones, Janice Deans, Margaret Bakes, University of Melbourne Early Learning Centre & Victoria Ryle, Kids’ Own Publishing</p> <p><i>A Recipe for Community</i></p>	<p>Prasanna Srinivasan, University of Melbourne</p> <p><i>I don’t like my postcolonialism, but...</i></p>	<p>Zsuzsa Millei, The University of Newcastle</p> <p><i>‘Community’ nexus ‘democratic practice’ in ECEC: a critique and a possibility through the optic of Roberto Esposito</i></p>	<p>Dr Kylie Smith, University of Melbourne</p> <p><i>Creating ruptures in the neo-liberal agenda to create new lines of flight for Australian early childhood educators</i></p>

Session 3

Friday 2.30pm – 3.30pm

Q409 Seminar Room	Q416 Seminar Room	Q417 Seminar Room	Q419 Seminar Room	Q420 Seminar Room
<p>Sheri Leafgren, Miami University of Ohio & Andrew Gilbert, Royal Melbourne Institute of Technology (RMIT)</p> <p><i>Looking inward: Journeys in resisting assimilation into the collective consciousness of schooling as compliance</i></p>	<p>Cassandra Kotsanas, University of Melbourne & Rebecca Simpson-Dal Santo</p> <p><i>Early childhood educators creating practical and theoretical possibilities for children’s participation rights in the everyday</i></p>	<p>Dr Hannan Sukkar & Dr Sivanes Phillipson, Faculty of Education, Monash University</p> <p><i>Sharing Stories of Bridging Divides for Equity</i></p>	<p>Merlyne Cruz, University of Melbourne</p> <p><i>“I don’t have a choice. I’m compelled to just keep going.” Early childhood educators’ commitment to cultural diversity</i></p>	<p>Karen Schnieder & Emma Lindner, Monash Children’s Centre Clayton</p> <p><i>We DO do theory here</i></p>

Keynote Address 2

Friday 4.00pm – 5.00pm

Q230 Lecture Theatre	<p>Associate Professor Linda Mitchell, Faculty of Education, University of Waikato</p> <p><i>Early childhood provision: Democratic communities for citizenship and social justice?</i></p>
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Conference Session Saturday

Keynote Address 3 Saturday 9.30am – 10.30am

Q230 Lecture Theatre	<p>Ms Zorica Trikić, Program Director, CIP – Centre for Interactive Pedagogy</p> <p><i>Being an educator in times of crisis – challenges and opportunities</i></p>
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Session 4 Saturday 11.00am-12.00pm

Q409 Seminar Room	Q416 Seminar Room	Q417 Seminar Room	Q419 Seminar Room	Q420 Seminar Room
<p>Bruce Hurst, University of Melbourne</p> <p><i>Older children in Outside School Hours Care: deconstructing the discourses of the difficult child</i></p>	<p>Sophie Alcock, Unitec Institute of Technology & Maggie Haggerty, Victoria University of Wellington</p> <p><i>Play, interests, and modalities: A nexus of possibilities for addressing issues of equity and inclusion</i></p>	<p>Heather Campbell, Charles Sturt University</p> <p><i>Body Talk: How do women speak to girls about their genitals? Euphemism and denial and their impact upon identity formation</i></p>	<p>Dr Miriam Giugni, Ms Anna Whitty, & Ms Bronwyn Tamplin, Goodstart Early Learning</p> <p><i>From ABC to Goodstart: The shift from corporate to not for profit early learning</i></p>	<p>Siobhan Hannan, University of Melbourne</p> <p><i>Practitioner Research in Early Childhood Education</i></p>

Session 5 Saturday 12.00pm-1.00pm

Q409 Seminar Room	Q416 Seminar Room	Q417 Seminar Room	Q419 Seminar Room	Q420 Seminar Room
<p>Sophie Ruldoph & Katherine Watson, Collingwood College</p> <p><i>Supporting Diversity and Seeking Equity: Class Conversations and Pedagogical Documentation for Democracy in Lower Primary School Classroom</i></p>	<p>Claudine Lam, Education (Early Years) NMIT</p> <p><i>How do we know the child: uncovering the dominant discourses in the Transition Learning and Development Statement</i></p>	<p>Jennifer Moule, The University of British Columbia</p> <p><i>Early childhood anti-bullying curriculum and constructing the "problem child"</i></p>	<p>Michelle Hollier Newsome, Centre Director & Dr Miriam Giugni, Research pedagogue, Goodstart Early Learning</p> <p><i>Overrated: Calling the National Quality Framework into Question</i></p>	<p>Dr Susan Krieg, School of Education, Flinders University</p> <p><i>Play, purpose and power: Revisiting the links between play, literacy and social justice</i></p>

Session 6 Saturday 2.00pm – 3.30pm

Q409 Seminar Room	Q416 Seminar Room	Q417 Seminar Room	Q419 Seminar Room	Q420 Seminar Room
<p>Associate Professor Linda Mitchell, Faculty of Education, University of Waikato</p> <p><i>Enquiring teachers and responsive pedagogy</i></p>	<p>Carmel Phillips & Maggie Bishop, VCAA & Dr Jane Page & Dr Kylie Smith, University of Melbourne</p> <p><i>Inquiry to Implemenation: exploring evidence of children's learning and development and connections with planning decisions</i></p>	<p>Professor Beth Blue Swadener, Arizona State University</p> <p><i>Children's rights and voices in cross-cultural contexts</i></p>	<p>Karina Davis, Claudine Lam, Karen Grubb & Karen Szydlak, NMIT; Leah Tsomos, Angela Saflekos, Katrina Maes & Constance Palapoidis</p> <p><i>Working to build communities of learners through troubling truths in early childhood teacher education</i></p>	<p>Bridget Healey, DEECD & Dr Anne Kennedy, Consultant</p> <p><i>Equity, Diversity and the Victorian Early Years Learning and Development Framework</i></p>

Keynote Address 4 Saturday 4.00pm – 5.00pm

Q230 Lecture Theatre	<p>Professor Beth Blue Swadener, Arizona State University</p> <p><i>Linking Global to Local in the Lives of Children and Families: Impacts of Neoliberal Policy</i></p>
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Abstracts FRIDAY Session 1: 11.00am-12.30pm

Ms Zorica Trikic, Program Director, CIP – Centre for Interactive Pedagogy

"Dreams we have for our children, what we can do to make them come true"

"Like a bridge over troubled water I will lay me down..." The lyrics of the famous song written by Simon and Garfunkel in late 60s may become (and in our case was) a motto for key adults in years to come... But can we as educators do that if we are overwhelmed with our own problems... What do we need and from whom to become more balanced and strong...? Is there a topic around which everybody can gather and share beyond class, ethnic background, race, gender?

This experiential workshop will showcase one practical, simple but powerful activity which can be used to provide psychosocial support to educators working in times of crisis, support them to reconnect with core values of their profession, gain and give empathy and focus their attention on themselves, as well as to every child and all children they are working with. During the activity and exchange the model naming - voicing - building allies will be presented and explored.

Helen (Mel) Hazard, Charles Darwin University

Troubling Truths: An Intruder's story of Early Childhood Teacher training in Remote Aboriginal Australia

Using a story of my experience walking into a remote NT Aboriginal community childcare centre which has grown to implement a local Aboriginal community's vision of early childhood education, I consider how truths I have brought with me from our regional university early childhood teacher education program have been unsettled.

Glenn Shea

The Storyteller: Australian Board Game Educational Resource

In this workshop participants will engage with *The Storyteller* board game, a multi-tiered educational resource that, in the words of its creator Glenn Shea, aims to "provide knowledge and understanding of Aboriginal people, society and culture from a generic and non-political perspective through alternative active learning pathways". *The Storyteller* is currently used in diverse settings (schools, universities,

neighbourhood houses) to further teaching and learning goals for intercultural understanding.

Carmel Phillips, VCAA, Dr Priscilla Clarke, Early childhood consultant, Maggie Bishop, VCAA & Sandie Prouse, CEO, FKA Children's Services

Cultural Identity and responsive relationships

In Australia there are many children in early childhood services for whom English is not their first or home language. The VEYLDF acknowledges that the families and communities in which children live are diverse and that responsive relationships support children's learning and development. This workshop will provide an overview of the importance of maintaining the home language(s) and the vital role that early childhood professionals play in this.

Cassandra Kotsanas, Sharon Saitta, Emma Buchanan, Claudine Lam, Bruce Hurst & Kirsten Courtney, University of Melbourne

Challenging (and being challenged by!) power and knowledge as postgraduate researchers: Shared stories from a postgrad group

Postgraduate researchers at different stages of the research process will share their stories of using poststructuralist conceptual and methodological tools to honour equity. Themes such as first forays into theory, deconstructing documents, getting ethical approval, positioning yourself as a researcher and inviting collaborative analysis will be explored through the frames of our different research topics.

Abstracts FRIDAY
Session 2: 1.30pm-2.30pm

Alexandra Gunn, University of Otago

Inclusive early childhood education: Provocations for teacher education design and practice.

This paper examines inclusive education from the perspectives of initial teacher educators and teachers in the field. Do these groups of teachers talk past each other when considering inclusion? And what might it matter anyway? Provocations and perspectives will be examined and challenges for teaching discussed.

Natalie Jones, Janice Deans, Margaret Bakes, University of Melbourne Early Learning Centre & Victoria Ryle, Kids' Own Publishing

A Recipe for Community

This workshop follows from the 2007 workshop, 'Peace on the Farm' and presents a funded community project, 'A Recipe for Community', that brought a group of preschool children together with differently-abled adults to explore relationship building via a 'meet and eat' and art-making in the local community.

Prasanna Srinivasan, University of Melbourne

I don't like my postcolonialism, but...

In this paper, I speak of the tension that I grapple with when using postcolonial theories to make meaning of my research experiences. I speak with some of our 'cultural' interactions from my study, to complement how these theories interact with 'them' and 'us', by dividing, yet uniting our experiences with our postcolonial backdrop.

Zsuzsa Millei, The University of Newcastle

'Community' nexus 'democratic practice' in ECEC: a critique and a possibility through the optic of Roberto Esposito

'Community' is a pervasive and uncontested concept, which underpins 'best practice' in ECEC. 'Democratic practice' appears increasingly in the literature as solution for particular problems. This paper looks at the association and contentions between these concepts and suggests Esposito's idea of *communitas* as a useful way to think about 'community' in nexus with 'democratic practice'.

Dr Kylie Smith, University of Melbourne

Creating ruptures in the neo-liberal agenda to create new lines of flight for Australian early childhood educators

In this paper I will engage with the concept of rhizoanalysis to map current discourses of the neo-liberal early childhood educator and trace feminist poststructural and feminist postcolonial theories over this mapping to create ruptures and 'new lines of flight' to make visible other fairer identity discourses for early childhood educators. This paper will advocate critical and alternative perspectives on ECEC policy issues to support educators to resist neoliberal discourses and engage and advocate for 'otherwise' understandings of their teaching world.

Abstracts FRIDAY
Session 3: 2.30pm-3.30pm

Sheri Leafgren, Miami University of Ohio & Andrew Gilbert, Royal Melbourne Institute of Technology (RMIT)

Looking inward: Journeys in resisting assimilation into the collective consciousness of schooling as compliance

In this learning circle, we will share rhizo/artful/narrative findings that confront the barrier-truths of the “goodness” of compliance—children’s and teachers’ compliances—as false. Our research troubles the “truths” that impede teachers’ joyful relationships with children and content, and directly challenges those school-knowledges that do harm to the spirit/identity of children.

Cassandra Kotsanas, University of Melbourne & Rebecca Simpson-Dal Santo

Early childhood educators creating practical and theoretical possibilities for children’s participation rights in the everyday

This presentation draws on research that aimed to bridge the theory/practice divide in relation to children’s participation rights. It explores the process of creating a space for educators to engage with theories and to interrogate the practical implications of theory on the everyday participation of children in early childhood curriculum.

Dr Hannan Sukkar & Dr Sivanes Phillipson, Faculty of Education, Monash University

Sharing Stories of Bridging Divides for Equity

Family practices impact on children’s development and learning outcomes. It is a shared concern that families face issues of access and culturally responsive partnership with educators. The studies highlight strengths and weaknesses of existing social and cultural relations that effect children’s learning and development across diverse communities, cultures and childhoods.

Merlyne Cruz, University of Melbourne

“I don’t have a choice. I’m compelled to just keep going.” Early childhood educators’ commitment to cultural diversity

My thesis explores the perspectives, principles, pedagogical practices and lived experiences of a group of early childhood educators as they honour cultural diversity. Theoretically and methodologically, my work is located within critical theoretical and bricolage approaches. The study is concerned not only with divergent methods of inquiry but with diverse theoretical and philosophical understandings of the various elements encountered in the act of research. In this presentation, I share my reconstructed understandings of the topic and humbly suggest what I see as possibilities for creating and sustaining commitment to cultural diversity.

Karen Schnieder & Emma Lindner, Monash Children’s Centre Clayton

We DO do theory here

Collaborative Leadership; Whilst participating in a Bastow Leadership Course, two early childhood teachers empower a diverse community of educators to embrace their professional identity, reflect critically on their practice and ‘get comfortable’ with contemporary theories.

Abstracts SATURDAY
Session 4: 11.00am-12.00pm

Bruce Hurst, University of Melbourne

Older children in Outside School Hours Care: deconstructing the discourses of the difficult child

It is a widely accepted "truth" that children aged 9 to 12 years in Outside School Hours Care are challenging. This paper presents preliminary results of research into the experiences of older children in OSHC. It explores and seeks to disrupt the discourse of difficult older child.

Sophie Alcock, Unitec Institute of Technology & Maggie Haggerty, Victoria University of Wellington

Play, interests, and modalities: A nexus of possibilities for addressing issues of equity and inclusion

This paper is a response to the increasing national and global emphasis on ECE as preparation for academic school success, manifested in a raft of literacy policy initiatives (Ministry of Education, 2009, 2011; Education Review Office, 2007, 2011). In this paper we explore the New Zealand context in which this situation has arisen despite the open-ness of the early childhood curriculum, Te Whaariki (1996) and a growing body of research that emphasises the complexities involved in modes of learning (Kress, 1997; Malloch & Trevarthen, 2009; Wohlwend, 2008).

Heather Campbell, Charles Sturt University

Body Talk: How female teachers talk to young girls about their genitals. Euphemism and denial and their impact upon identity formation

How do Early Childhood and primary school professionals approach discussions with female children about those children's genitalia? A lack of commonly accepted terminology, simply and freely communicated, leaves many girls unable to talk about their own bodies without resorting to euphemism, something that affects identity formation.

Dr Miriam Giugni, Ms Anna Whitty, & Ms Bronwyn Tamplin, Goodstart Early Learning

From ABC to Goodstart: The shift from corporate to not for profit early learning

Perspectives about whether or not early learning should be for, or not for profit, vary across Australia. This presentation explores some of those perspectives highlighting some of the local differences in everyday practice in what were ABC Learning but are now Goodstart Early Learning Centres.

Siobhan Hannan, University of Melbourne

Practitioner Research in Early Childhood Education

Reflective practice is now mandatory in Australia for early childhood educators. The spread of reflective teaching practice may increase academic research by practitioners if appropriate methods can be established. In this presentation, I will discuss ethical and methodological issues I confronted while exploring ways to research my own teaching practice.

Abstracts SATURDAY

Session 5: 12.00pm-1.00pm

**Sophie Ruldoph & Katherine Watson,
Collingwood College**

Supporting Diversity and Seeking Equity: Class Conversations and Pedagogical Documentation for Democracy in Lower Primary School Classroom

The practice of holding class conversations while seated together in a circle on the floor has become embedded in the pedagogy of Collingwood College. This year the teachers from Prep to Grade Four conducted research asking: how does pedagogical documentation and listening to children contribute to democratic learning communities?

Claudine Lam, Education (Early Years) NMIT

How do we know the child: uncovering the dominant discourses in the Transition Learning and Development Statement.

This paper will explore beginning research into the Transition Learning and Development Statement as the sanctioned transition practice within Victoria. It will critically examine how dominant discourses of the child, parent and educator inform our (mis)understandings of the child and challenge what can be known about the child.

Jennifer Moule, The University of British Columbia

Early childhood anti-bullying curriculum and constructing the "problem child"

The more recent infiltration of bully discourses into preschools makes its problematisation particularly poignant. This research, and the session's discussion, intends to deconstruct images of the "problem child" and how they are contributed to via discourses of bullying, and the use of "anti-bullying" curriculum in early childhood settings.

**Michelle Hollier Newsome, Centre Director &
Dr Miriam Giugni, Research pedagogue,
Goodstart Early Learning**

Overrated: Calling the National Quality Framework into Question

Goodstart Early Learning Centre at Bankstown in Sydney's South West was one of the first centres

in Australia to experience the new Assessment and Rating process set out by ACECQA. This presentation tells the story about how the early childhood educators at the centre approached their Assessment process.

Dr Susan Krieg, School of Education, Flinders University

Play, purpose and power: Revisiting the links between play, literacy and social justice

In an age of measurable literacy outcomes, a play based approach to literacy learning is at risk. This paper acknowledges that whilst young children learn to be literate in many ways, some of the ways young children learn to be literate are more socially just than others. Freebody and Luke's (1990) framework offers a valuable tool for exploring this assertion. The paper re-visits research indicating that play provides the most authentic opportunity for young children to become literate for it offers children the opportunity to use their literacies in powerful ways to not merely replicate their worlds but to also challenge and transform them.

Abstracts SATURDAY

Session 6: 2.00pm-3.30pm

Associate Professor Linda Mitchell, Faculty of Education, University of Waikato

Enquiring teachers and responsive pedagogy

A body of international evidence has highlighted the very positive outcomes that can accrue from participation in early childhood education – benefits for children and also for families and society. In parallel, considerable interest has emerged in policy frameworks to encourage access to education and care, and support and sustain responsive pedagogy. The comprehensive country reviews done by the OECD in 2001 and 2006 have emphasised the roles of curriculum, pedagogies, teacher education and access of staff to professional development and resources.

This workshop presents findings from recent New Zealand policy evaluations to examine the impact of policy initiatives on participation. My main argument will be that a range of policies focused on improving teacher qualifications and professional capabilities and developing communities of learners provided conditions for teachers' engagement with theory and pedagogical discussion with others – including parents, teachers, and external academics. These were key to shifts that started to occur in New Zealand's early childhood landscape towards more open and democratic provision.

This presentation sets the scene for participants to examine and compare their own policies and practices, and how they might incorporate ideas about the teacher as learner and researcher within their settings.

Carmel Phillips & Maggie Bishop, VCAA & Dr Jane Page & Dr Kylie Smith, University of Melbourne

Inquiry to Implementation: exploring evidence of children's learning and development and connections with planning decisions.

Two inquiry projects (2010-2012) with early childhood professionals, policy-makers and researchers are informing implementation of the Victorian Early Years Learning and Development Framework. Drawing on participant experiences in multidisciplinary groupings, this session foregrounds opportunities and challenges in documenting and assessing children's learning to improve outcomes and inform planning in settings for children and families across birth to eight.

Professor Beth Blue Swadener, Arizona State University

Children's rights and voices in cross-cultural contexts

This workshop draws from research focusing on children's rights and voices in several nations, with an emphasis on child consultation and participation in diverse communities. Children's rights, as defined by the United Nations Convention on the Rights of the Child (CRC, 1989), are examined in all their ramifications: as discourse, as law, as constitutive commitments, and as a set of policies and services that impact the everyday life experiences of children. I will share examples from countries, municipalities (including earlier work in Melbourne), and organizations that have strong public commitments to children's rights, have created and established key infrastructures and universal entitlements to promote child and family well-being, and enacted policies to end child poverty and promote the "progressive realization" of children's rights.

Implications for children in marginalized communities are emphasized. I will also draw examples of child consultation from a recent longitudinal study of children and families in Arizona. Participants will share ways in which their programs and research may take child rights-based approaches or aspire to do so.

Karina Davis, Claudine Lam, Karen Grubb & Karen Szydlik, NMIT; Leah Tsomos, Angela Saflekos, Katrina Maes & Constance Palapoidis

Working to build communities of learners through troubling truths in early childhood teacher education

This presentation will outline how changes in education have impacted an early childhood education teacher program. It will also discuss how the program, its staff and students are working to build a critical community of learners approach to pre-service teacher education that attempts to meet transition needs of HE students.

Bridget Healey, DEECD & Dr Anne Kennedy, Consultant

Equity, Diversity and the Victorian Early Years Learning and Development Framework

How can early childhood professionals help to bridge divides for equity in relation to children living with vulnerabilities? This workshop will challenge participants to critically reflect on issues of equity and diversity in early childhood practice, and propose approaches to ensuring equitable and respectful approaches to working with children and families, through the lens of the VEYLDF.

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