

ECEBC's 50th Anniversary!

Hyatt Regency, Vancouver, BC

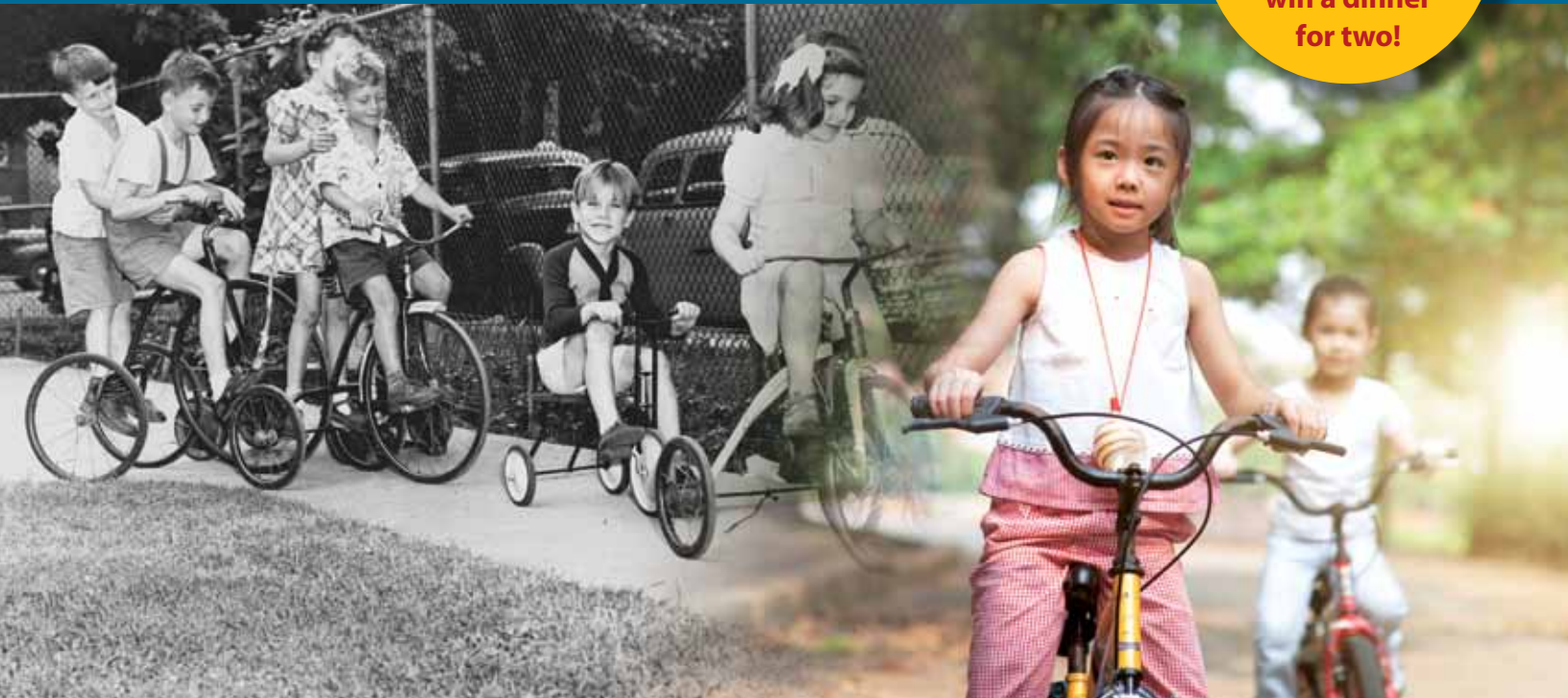
April 11–13, 2019

Early Childhood Education looking back moving forward



This year's conference is a partnership between Early Childhood Educators of BC and the Canadian Child Care Federation

**Register
by April 1st,
save money, and
be entered to
win a dinner
for two!**





Taya Whitehead



Charlene Gray

A message from the Conference Co-Chairs

On behalf of the conference committee, we warmly invite you to attend “Early Childhood Education: Looking Back, Moving Forward.” This year we are excited to be partnering with the Canadian Child Care Federation to offer a national conference with speakers and presenters from across the country and around the world. This year is especially exciting as we celebrate ECEBC’s 50th anniversary, and we have many special activities planned to celebrate our 50 years. We have a special Jubilee Soiree on Friday evening, which is included in your registration and is sure to be a great celebration.

Our keynote speakers are from all over the world. We’re thrilled to welcome Dr. Affrica Taylor from Australia, Tove Mogstad Slinde from Norway, and Dr. Cindy Blackstock, a member of Gitksan First Nation who currently lives in Ottawa. We also have lots of informative and thought-provoking panels with leaders from across the country sharing their perspectives, passion, and expertise.

The conference has workshop streams including a leadership stream, an infant toddler care stream, a stream on Indigenous early care and development, and a stream for instructors on dialogues on pedagogical documentation. All sessions are an opportunity to be informed, challenged, and inspired.

We would like to acknowledge our partnership with BC Aboriginal Child Care Society, who share culture and teachings with us. They are bringing the Indigenous Learning and Knowing, which is a place for educators to experience hands-on and experiential teachings that are embedded in culture, language, tradition, and the land.

We would like to acknowledge and thank our generous sponsors: The Muttart Foundation, BCGEU, CUPE, Child Care Resource and Referral, and Storypark. All are strong supporters of our conference and the field of early childhood education. We also gratefully acknowledge the financial support of the Province of British Columbia through

the Ministry of Education for supporting the participation of StrongStart BC facilitators.

Last but not least, we would like to thank our outstanding staff and many wonderful volunteers, including our hard working Board of Directors. A conference of this magnitude could not happen without the dedication, hard work and energy of all involved.

We look forward to seeing you at the Conference!

—Taya Whitehead and Charlene Gray
2019 Conference Committee Co-Chairs

Get updates on social media:

#ECEBC2019

#CanadaECE

#CanadaECE2019

Online Conference
registration at

<http://www.ecebc.ca/events/index.html>



A Partnership Between ECEBC and CCCF



CANADIAN
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SERVICES DE GARDE
À L'ENFANCE

When we first discussed the idea of co-hosting ECEBC’s 50th anniversary conference, we were energized by the potential and possibility of our organizations working together to do something really special and significant for BC’s and Canada’s ELCC sector. The last time Canada’s ELCC sector met like this was in Winnipeg at ChildCare 2020 in November 2014. Almost five years later and after much change in the provincial and national ELCC landscape—not to mention celebrating ECEBC’s 50th anniversary—it was time to bring everyone back together.

We are so proud to be co-hosting “Early Childhood Education: Looking Back-Moving Forward” furthering the importance and value of children, their care, education, and of course, all of you—the professionals who bring your passion, expertise and experience for the well-being of Canada’s children, families, and communities. We have put together speakers, panels, workshops, and experiences that will challenge, empower, educate, motivate, and inspire, and we are so looking forward to having you join us. Enjoy the Conference!

—Emily Gawlick

Executive Director, ECEBC

—Don Giesbrecht

CEO, CCCF

Please note that ECEBC will have a photographer at the conference to take photos for use in future editions of our journal and other materials. Some sessions will be webcast and recorded.

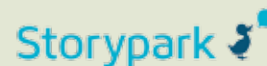
Thank you to our sponsors:



The Muttart Foundation



CUPE • SCFP | Canadian Union of Public Employees
Syndicat canadien de la fonction publique



We gratefully acknowledge the financial support of the Province of British Columbia through the Ministry of Education for supporting StrongStart BC facilitator participation



MONDAY, APRIL 8

8:30 am to 4:30 pm

- Nobody's Perfect Parenting Program Facilitator Training

TUESDAY, APRIL 9

8:30 am to 4:30 pm

- Nobody's Perfect Parenting Program Facilitator Training

WEDNESDAY APRIL 10

8:30 am to 4:30 pm

- Let's Talk Teacher Training
- Infant/Toddler Stream with Zsuzsanna Libertiny of the Pikler Institute (Infant Toddler Stream)
- Nobody's Perfect Parenting Program Facilitator Training

THURSDAY, APRIL 11

7:30 am to 6:00 pm

- Trade Fair and Resource Fair open

7:30 am to 5:30 pm

- Registration Desk open

8:30 am to 4:30 pm

- Let's Talk Teacher Training
- Infant/Toddler Stream with Zsuzsanna Libertiny of the Pikler Institute
- Nobody's Perfect Parenting Program Facilitator Training

9:00 am to 4:00 pm

- Best Choices: The Ethical Journey

8:30 am

- Welcome/Opening

9:00 to 10:00 am

- Keynote Panel: Perspectives on Leadership (Open to all delegates)

10:00 am to 10:30 am

- Break/Networking

10:30 am to 12:00 pm

- Morning sessions

12:00 pm to 1:00 pm

- Lunch/Networking

1:00 pm to 2:00 pm

- Keynote Address: Dr. Affrica Taylor

2:00 pm to 2:30 pm

- Break/Networking

2:30 to 4:00 pm

- Afternoon sessions

4:30 to 5:30 pm

- Book signing with Diane Rolston

5:30 to 8:00 pm

- Welcome Reception/ Awards Presentation (All delegates invited)

FRIDAY, APRIL 12

7:30 am to 8:15 am

- Registration Desk open

7:30 am to 5:30 pm

- Trade Fair and Resource Fair open

8:30 am to 9:00 am

- Official Opening/Welcome

9:15 am to 10:30 am

- Keynote Address: Dr. Cindy Blackstock

10:30 am to 11:00 am

- Break/Networking

11:00 am to 12:00 pm

- All Delegates Dialogue

12:00 pm to 1:00 pm

- Lunch Buffet

1:00 pm to 2:00 pm

- Cross Canada Update

2:00 pm to 2:30 pm

- Break/Networking

2:30 to 4:30 pm

- **A** Session Workshops

5:30 pm til late

- Golden Jubilee Soirée (all conference delegates are invited)

SATURDAY, APRIL 13

7:30 am to 4:00 pm

- Registration Desk open

7:30 am to 4:00 pm

- Trade Fair and Resource Fair open

8:30 am to 9:15 am

- Welcome

9:15 am to 10:15 am

- Keynote Address: Tove Mogstad Slinde

10:15 am to 10:45 am

- Break/Networking

10:45 am to 11:30 am

- All Delegates Dialogue

11:30 am to 12:15 pm

- Looking Back on What's Been Done, Going Forward to Achieve a Canada-Wide Child Care System for All: What the Child Care Movement is Asking for in 2019

12:15 pm to 1:15 pm

- Lunch/Networking

1:30pm to 3:30 pm

- **B** Session Workshops

3:30 pm to 4:00 pm

- Celebrate with us!





Let's Talk Teacher Training (formerly known as *Let's Talk About Touching*)

Wednesday, April 10, 8:45 am to 4:45 pm (Modules 1 and 2) AND
Thursday, April 11, 8:45 am to 4:45 pm (Modules 3 and 4)

Let's Talk is an outstanding program designed to prevent child sexual abuse and empower young children to communicate their needs. Developed in BC for children aged 4 to 6 years, it has been a valuable resource for ECEs and kindergarten teachers since 1986.

The *Let's Talk* Teacher Training prepares certified ECEs* to implement the program with children in early childhood centres. The program is broken down into four modules offered over Wednesday and Thursday.

*Note: You must hold a current certificate to practise as an ECE or be an elementary school teacher to register.

MODULE 1 provides an overview of the *Let's Talk* program and child abuse.

MODULE 2 focuses on the BC Child, Family, and Community Service Act. It covers how to make a report when a child discloses abuse.

MODULES 3 AND 4 focus on the *Let's Talk* program and kit and how to implement the *Let's Talk* program to children in your centre. Each kit includes a program manual with nine lessons and family resource materials in seven languages, teaching pictures, felt board figures, sorting cards, puppets, teaching dolls, and a CD of songs recommended in the lessons.

Registration for *Let's Talk*

- **Registration deadline is March 30, 2019 at 12:00 pm (noon).**
- Requests for special registrations can be sent to ecebc@ecebc.ca. See www.ecebc.ca/resources/ltat_about.html for criteria.
- Participants will be awarded **15 professional development hours** for attending *Let's Talk* on Wednesday and Thursday. Participants must attend all sessions on Wednesday and Thursday.
- You must hold a current certificate to practise as an ECE or be an elementary school teacher to register.
- If you need a manual registration form, email ecebc@ecebc.ca.

Registration Information
Fee: \$255, includes registration for both days, coffee, lunch, and the *Let's Talk* kit.



Best Choices: The Ethical Journey Training

Thursday, April 11, 9:00 am to 4:00 pm

ECEBC recognizes its responsibility to promote ethical practices and attitudes to early care and learning professionals. This four-part series guides participants on a journey of ethical discovery and awareness. Participants will have the opportunity to explore personal values, beliefs, and assumptions, and examine the complexities in ethical decision-making.

MODULE 1: 9:00 am to 12:00 pm and
MODULE 2: 1:00 to 4:00 pm

MODULE 1 guides participants through an exploration of their personal beliefs, values, and ethics. Participants will examine what an ethical dilemma is using these systems as a point of reference. This module is a prerequisite for Module 2.

MODULE 2 guides participants on the purpose, structure, and benefits of a professional code of ethics. Following the eight principles identified in ECEBC's Code of Ethics, participants will experience and understand how a code of ethics can guide practice. This module is a prerequisite for Module 3.

MODULE 3: 9:00 am to 12:00 pm and
MODULE 4: 1:00 to 4:00 pm

MODULE 3 guides participants in the examination of making an ethical decision. This examination prepares participants for the complexities in making “best choice” decisions, and the recognition that many best choices may exist. Participants will look into personal commitments to ethical decision-making in practice. This module is a prerequisite for Module 4.

MODULE 4 examines how personal values, beliefs, and ethics can support and also challenge ethical decision-making. Participants will identify potential inhibitors to making these decisions. Through examination of the six E's to ethical commitment, participants will be able to renew their commitment of “best choice” decision-making in practice.

Registration for *Best Choices: The Ethical Journey Training*

- Please note that the workshop capacity is limited to 25 participants, so register early as spaces fill up quickly! **The registration and payment deadline is April 1, 2019 at 12:00 noon.**
- Participants will be awarded **3 professional development hours** for each module they attend.
- For more information or for a manual registration form, please email ecebc@ecebc.ca.

Registration Information

Fee: \$40 per module for ECEBC provincial members, and \$50 per module for non-members.
Registration includes lunch and coffee.



Nobody's Perfect Parenting Program Facilitator Training

Monday April 8 to Thursday, April 11, 8:30 am to 4:30 pm

Learn how to help parents with children aged 0 to 5 years to connect, build knowledge, and gain confidence.

Develop new skills for delivering strength-based learning and conducting non-judgmental and inclusive community programming. Participants learn how to facilitate experiential learning in which parents gain information and insight and learn how to apply what they have learned to many areas of their lives. Nobody's Perfect Parenting (NPP) is a core-training program for family support professionals.

This crucial program, developed in Canada for Canadian parents from every cultural community, has been consistently demonstrated to positively impact the parenting knowledge, skills, and confidence of participants. For parents in particularly stressful situations—when there simply isn't enough money, when they're new to the community or to the country, when they're young or undereducated, or struggling without a partner or family support—being part of a supportive group of parents who

understand and share their difficulties can make all the difference.

Who is this training for?

The Nobody's Perfect Facilitator Training is specifically aimed at those with previous experience or education in facilitating groups and working with children, youth, and families. Participants are comfortable with the basic principles of adult education, currently employed with or volunteering at a multi-service or family support organization, and passionate about supporting families in all their diversity.

How will I benefit?

After attending this training, you will have developed:

- Knowledge of Nobody's Perfect Parenting program objectives and materials
- Increased awareness of the principles of adult education and their application to the Nobody's Perfect Parenting program parents
- Enhanced skills in assessing the needs of parent groups
- Ability to plan and direct program sessions
- Enriched practical facilitation skills

Susan Foster has been a Nobody's Perfect trainer since 2003. After almost 20 years of working in the non-profit sector, Susan joined the Ministry of Children and Family Development in 2008. She has over 30 years of experience in a variety of positions, primarily focused on parents and families with young children. She holds a bachelor's degree in psychology.

Tracey Kikals is an adult educator and group facilitator and, for over 20 years, has been working with professionals seeking to become skilled at facilitation. She is also a parenting educator and has facilitated a diverse range of parenting programs in a variety of settings including family resource centres. Using a transformative model of adult education, Tracey brings an experience to participants that fosters relationship building and empowerment in their own abilities.

Registration Information

Fee: \$325, includes registration for all four days, coffee, lunch, and program materials.



Infant/Toddler Stream with Zsuzsanna Libertiny of the Pikler Institute

Wednesday April 10 and Thursday April 11, 8:30 am to 4:30 pm

The Caring Relationship as the Basis for the Young Child's Social Competence

The course will underline the importance of the quality of caregiving interactions related to children forming their self-image and need for bonding according to the Pikler® approach. How can we guide the child's development with respect in order to raise a person who can live in peace with oneself—in peace with others?

During these two days, participants will be invited to share their experience and discuss different social situations

and will observe (analyzing video footages of the Pikler Institute) how infants and toddlers express their needs and how they learn from the adult during these situations.

Zsuzsanna Libertiny is the executive pedagogue of the Pikler Daycare Center in Hungary, president of the Pikler-Lóczy Association Hungary, and a Pikler trainer. She completed her studies (MEd) at ELTE University Budapest and became closely acquainted with the Piklerian ideas after the birth of her first child in 1994. An employee of the Pikler Institute in 2002, she was responsible for parent

education and parent-child groups. She left Lóczy for a few years to work in British Columbia supporting newly immigrated parents with young children. After her return to the Lóczy team, she resumed her previous role, as well as joining the daycare centre as part of the direction and the methodological team. Since 2009, Zsuzsanna regularly participates as a lecturer both in Hungary and abroad. Her topics encompass the different aspects of the Pikler approach, the everyday work with children, the support for families and daycare centres.

Registration Information

Fee: \$255.00, includes registration for both days, coffee, lunch.



Child Care Centre Tours

There are three centre tours to choose from this year.

Thursday, April 10, 5:30 pm to 8:30 pm

Tickets: \$30/tour

Simon Fraser University Childcare Society Tour

SFU Childcare Society is a Reggio-inspired child care nestled in the trees on top of Burnaby Mountain. We value children, educators, families, and the natural environment for the contributions that they all bring to the space in which we live in community with one another. Through our mission of “Leading excellence in early care and learning in a sustainable way,” we consider quality and how we can shift from “thoughts of quality” to creating conditions and values in which quality thrives.

During the ECEBC Conference tour, you will have an opportunity to wander through the SFU Childcare Society programs and observe how intellectual materials open up invitations of possibilities and curiosity. You will have time to engage with the materials to see how these materials can live within your environments.

Frog Hollow Satellite Children’s Centre

Frog Hollow Satellite Children’s Centre welcomes you to see our environment, consider the role of pedagogical narrations in the environment, and get inspired by ideas and stories that reflect both Reggio Emilia approach philosophies and Frog Hollow Neighbourhood House values. During this tour you can visit our toddlers program and our 3 to 5 program and ask emerging questions.

At Satellite Children’s Centre we believe that our environment is a reflection of our values and our political choices. For the past 12 years, we have worked hard to create an environment that belongs to both children and adults as we have asked ourselves: “what does it mean to share our space?” and “what does it mean to come together as a community?”

We look forward to sharing our stories with you!

University of British Columbia Child Care Services

UBC Child Care Services aims to be a child care service that is first and foremost a space within the larger community for children and childhood. We wish to be more than either a school or a nanny service for young children, although education and care are both core to our day-to-day life. We aspire to be a place within the university, for children to live, to learn, to grow, to play, and to become. We see children as citizens with rights and responsibilities within our community. The early childhood educators who make up UBC Child Care Services provide outstanding nurturing, innovative child care. We provide child care for more than 60 children in interesting, challenging indoor and outdoor play spaces situated in a beautiful physical setting on the university campus. We invite you to join us for a tour of several of our centres.



Trade and Resource Fair

Thursday, April 11 7:30 am to 6:00 pm

Friday, April 12 7:30 am to 5:30 pm

Saturday, April 13 7:30 am to 4:30 pm

Bring your shopping lists and bags to shop from over 30 exhibits!



Indigenous Learning and Knowing

Friday, April 12 & Saturday, April 13
(Times will be posted at the Conference)

Indigenous peoples have a rich connection to the places that they have always lived which influences the ways they share knowledge with their children. Experiential learning is way that parents, communities, Elders, and Knowledge Keepers pass on teachings to the next generation.

Come and experience some hands-on experiential teachings with Elders, storytellers, and BC Aboriginal Child Care Society staff.

These teachings are hosted by the BC Aboriginal Child Care Society.



Explore Wintergreen's Classroom

Thursday, Friday, & Saturday (Times will be posted at the conference)

Thanks to Wintergreen, we'll have a special room for delegates to come and explore a sample classroom space with furniture, equipment, and hands-on learning opportunities Sponsored by Wintergreen.



Welcome Reception/ Awards Presentation

Thursday, April 11, 5:30 to 8:00 pm

Join us at the welcome reception to start off the conference, see old friends, meet new ones, and celebrate our profession. At the welcome reception, we will also present ECEBC's annual awards: Kay Britton Mentorship Award, Sue Fraser Student Award, and the Gayle Davies Award.



Golden Jubilee Soirée

Friday, April 12

5:30 until late

All delegates and special guests are invited to ECEBC's 50th Golden Jubilee Soiree. This special event is a chance to look back to highlight the 50 years of incredible work of Early Childhood Educators in BC and to celebrate the next 50 years ahead. The evening will include a tribute to ECEBC's honoured guests and past presidents, special remarks by BCGEU president Stephanie Smith, and appetizer stations and a pay bar. Also, have some fun at the photobooth sponsored by Wintergreen.

This event is included in your registration fee, so don your formal attire and join the celebration! Additional tickets are for sale at \$30.00 for members (\$60.00 for non-members).

Cocktails will be available at 5:30 pm, presentations start at 6:00 pm.



(Left to right) Honorable Rob Fleming, Minister of Education; Honourable Katrina Chen, Minister of State for Child Care; Honourable Katrine Conroy, Minister of Children of Family Development; Charlene Gray, Chair of ECEBC; Emily Gawlick, Executive Director of ECEBC; Karen Isaac, Executive Director of BCACCS; Don Giesbrecht, CEO of CCCF.



THURSDAY, APRIL 11

Thursday Morning Leadership Stream

Leadership Keynote Panel Discussion

8:00 to 10:00 am

Multiple Perspectives in ECE Leadership

Three dynamic leaders will share stories of multiple perspectives in ECE leadership.

Christopher Smith is the assistant executive director for the Muttart Foundation, a private charitable foundation based in Edmonton. He has lead responsibility for

the foundation's work in the area of early education and care, which focuses on advancing public policy in the best interests of young children and their families. He also serves on the steering committee for the Community University Partnership for the Study of Children, Youth and Families at the University of Alberta. He is former chair of the Success By 6 Council of Partners for the United Way of the Alberta Capital Region, and a member of the Early Childhood Development National Funders Working Group.

Olivia Chow is currently a distinguished visiting professor at Ryerson University and the founder of the Institute for Change Leaders. The Institute teaches skills that organizers need in order to win social change. For over 30 years, Olivia Chow has been an effective and well-known public figure, serving in Toronto's municipal politics and on the national stage as a Member of Parliament. In Parliament, her Early Learning and Child Care bill laid the legislative foundation for a universal, high quality, affordable,





and non-profit national child care program. Olivia gained national recognition for her innovative approaches to programs for children and youth as Toronto's first Children and Youth Advocate. In this capacity, she enhanced the far-reaching child nutrition programs, free dental care for children living in poverty, expanded pre- and post-natal services, and developed an award-winning approach to delivering early learning and child care (*First Duty*). Canadian Immigrant magazine named her as one of Canada's Top 25 immigrants. Chow published a best-selling memoir *My Journey* in 2014.

Veronica Pacini-Ketchabaw is the professor of Early Childhood Education in the Faculty of Education at Western University in Ontario. She is the co-director of the Ontario Centre of Excellence in Early Years and Child Care, and the British Columbia Early Childhood Pedagogies Network. Prior to joining Western University, she was a professor at the School of Child and Youth Care at the University of Victoria in BC, where she now serves as adjunct professor. She is currently the principal investigator of the SSHRC Insight Grant Transforming Waste Pedagogies in Early Childhood Education, and directs the SSHRC Partnership Development Grant Exploring Climate Change Pedagogies with Children. She is the author/co-author of more than 30 peer-reviewed articles and six books.

Thursday Morning Leadership Sessions

10:30 am to 12:00 pm

L1 Come Play with Research: Research Round Table

Research is something that we can all put into action. Perhaps even more important is the fact that research helps educators be more effective at what they are most passionate about—teaching and developing programs that create respectful, responsible, and reciprocal environments. When professionals have convincing evidence that their work has made a real difference, then the countless hours and endless efforts of teaching seem worthwhile and validated. Join us for a discussion on what research is happening and how we can take these learning stories and expand on them in our own programs.

Researchers will present on various research topics, including:

- Value of teachers' pedagogical stories in the early childhood music and piano programs.
- E-mentoring: Is it the answer to retention?
- Impacts of physical environment on affordances in risky play in ECEC institutions.
- Educators' perspectives on inclusive teaching practices in early childhood



care and education settings in BC: The role of teacher education and work experiences.

Special thanks to Negar Khodarahmi for leading the planning on the Research Round Table.

L2 Reggio Practical, Frog Hollow

Frog Hollow Children's Centres have been inspired by the Reggio Emilia approach for the past 12 years. When the educators first started to navigate this approach, they had to make some important political choices: What programs would be involved in this approach? Would this approach only be used in the early years programs? How would they consider our own culture at Frog Hollow and adapt the Reggio Emilia approach's philosophies?

In 2016 they decided to take the leadership to become a learning centre



for the Reggio-inspired practices in BC and Canada. Their goal was to provide a local hub for educators to get information about the Reggio Emilia approach, have conversations about children and education, and see Reggio-inspired sites. Over the past two years, they have been providing workshops, conferences, tours, roundtables, and public projects through the Making Children Visible initiative.

In this session they will share the stories of their journey with the Reggio Emilia approach and the Learning Centre at Frog Hollow.

Maryam Naddaf is the director of the Reggio-Inspired Learning Centre, working closely with Frog Hollow educators, children, and their families in designing curriculum. Her passion for social justice and education led her to a BA in community rehabilitation management and many years of working with infants, children, youth, and adults with diverse abilities. As a parent, woman, and citizen with uncompromising values, she considers herself fortunate to be constantly experiencing, thinking, and re-thinking about children and education and feels honored to take part in sharing this journey with the larger community.

Gary Dobbin has been the executive director of Frog Hollow Neighbourhood House, a multi-service community

organization in Northeast Vancouver, for the past 25 years. He has a master's degree in clinical psychology and has also worked to support people with disabilities. As the executive director of Frog Hollow Neighbourhood House, he has overseen the province-wide communications strategies for all federally-funded early learning projects and founded Frog Hollow's Reggio-inspired Learning Centre, which provides training and leadership to educators in BC.

Anna Cuomo has been working in the early childhood field for over 25 years. She has her bachelor's degree in early childhood care and education and has a vast range of experience working with children from birth to school age. For the past 23 years she has been with Frog Hollow Neighbourhood House as an early childhood educator and then as the director of their early years and school age child care programs. Anna is extremely passionate about and dedicated to the philosophy of Reggio Emilia and continues to be inspired by it in both her work and personal life.

L3 Respectful Responses to the Call for Reconciliation

Many educators are moved by Canada's call for reconciliation with Indigenous peoples. Together we will explore what it means to be a settler, examine Canada's historical relationship with Indigenous



peoples, and consider where we are now and where we can go from here. We will discuss what it looks like to practice cultural humility and leadership in relationships with children and families. We invite you to join us on a journey and consider how to move forward from Canada's colonial past. In this interactive workshop participants are encouraged to engage with open ears, an open heart, and an open mind.

Maureen Black is an Indigenous ECE cultural advisor for the BC Aboriginal Child Care Society (BCACCS). Maureen is of Namgis/Scottish ancestry and grew up in North Vancouver. She has a strong cultural connection to land/place based learning ingrained from her experiences as a salmon fisherman working in her traditional territory of the Kwakwaka'wakw. She left the salmon industry for a career in education and earned a bachelor of early childhood care and education and a business



administration certificate for Aboriginal learners. Maureen has worked with families and children for 30 years, including the last six years where she was able to focus on Indigenous families.

Kirsten Bevelander is a provincial child care advisor for the BC Aboriginal Child Care Society (BCACCS). The BCACCS child care advisors are a part of the CCRR program and visit child care providers and Aboriginal centres around the province providing support through training, advocacy, and sharing of resources. Kirsten has worked with children and families for over 25 years, specializing in toddler care, children with additional needs, literacy learning, and Aboriginal early child development and care. She is also an instructor for the Burnaby ECE Continuing Education program. Kirsten

brings a unique perspective to her teaching as a parent of three “twice exceptional” children.

L4 Student Leadership Voices from the Field: Yesterday, Today, and Tomorrow

When we talk about student voices we are talking about more than simply listening to students. Student voices are the individual and collective perspective and actions of those within the context of learning. Student voices do not necessarily mean lack of insight. Many students have had a breadth of experience or perspective that allows them to offer insights that those in the field otherwise might miss. Students can often provide inspiring creativity and fresh perspective. They might have the ability to dream bigger or less traditionally. Additionally, students might be more connected with current events or emerging trends and technology, offering new perspectives on the next big thing. Students aren’t just bringing in skills they’ve learned in school, but attitudes and mentalities they’ve lived every day of their lives.

Join the conversation to celebrate the voices of students as leaders. Hear what they have to say and how we, in the profession support those voices.

Patricia McClelland has been active in the field of early care and learning

for over 30 years and currently holds an instructor position with Northern Lights College. She believes in the abilities of student success in advocacy and leadership even before they achieve their goals.

L5 Working with Government

Sometimes working with government also means acting as a convener across sectors and building capacity in our non-profit sector to help bring the right people, knowledge, and solutions together. Come learn about how to mobilize key partners and communities to help raise the profile of critical and challenging social issues. Many successful policy solutions got their start as creative solutions developed and led by non-profit organizations, or through their sustained advocacy, when faced with near-impossible challenges and equipped with limited resources.

Come and listen to a dynamic group of panelists who will share their perspectives on making change in public policy and shared experiences in working with First Nations governments and municipal and provincial governments.

Karen Isaac, a Migmaq from the Gaspé region of Québec and proud grandmother, has over 20 years’ experience working with Indigenous organizations at national and provincial levels. In 1999, Karen joined the BC Aboriginal Child Care Society (BCACCS) where she



is now executive director. BCCACS is a non-profit organization that has helped oversee the creation of 800 new licensed child care spaces throughout BC in 57 First Nations communities. BCACCS also supports Indigenous communities and early childhood educators by providing culturally focused early childhood development and care resources, training, networking and research. Karen is an active member of the Assembly of First Nations Early Learning and Child Care (ELCC) working group and is committed to Indigenous self-determination.

Yves Trudel has been with United Way since 2010. He's a graduate of Université du Quebec in Montreal. Before joining United Way, he spent the previous 30 years of his career serving with and leading non-profit organizations in Nova Scotia, Quebec, Ontario, and BC. His experience ranges from working with vulnerable youth, minority francophone communities outside Quebec, and immigrants. As a United Way planner, Yves helps support community impact from Langley to Boston Bar. This includes working with partners to understand community needs, foster collaboration, and support smart community investments. Yves also manages the Public Policy Institute on behalf of United Way. The program has provided training to 200 non-profit leaders since 2011 helping them engage more

productively with policy makers and other stakeholders and advocating for policy solutions to improve people's lives.

Sheryl Burns is currently the President of the Canadian Union of Public Employees Local 1936, Community Social Services-Greater Vancouver and Regional Vice-President of CUPE BC. She is a long-serving women's, labour and disability rights activist and believes strongly in the value of working with government to advance the needs of constituents.

Sheryl is co-chair of the CUPE BC Community Social Services Committee, the Persons with Disabilities representative on the CUPE National Women's Committee, the Workers with Disabilities representative on the BC Federation of Labour Executive Council and proud board member of the Disability Alliance British Columbia.

L6 Pedagogy as Leadership

This panel engages with leadership as a creative and dialogical act of coming together to ask what else? And what if? And through that process attempt to puncture the horizon of what is possible in early childhood education. How does pedagogical leadership create the conditions for practicing in early childhood education? What is the relationship between leadership and pedagogy?

Danielle Davis is an early childhood educator, self-admitted ECE geek, college instructor, and co-founder of The Images of Learning Project. She has been deeply influenced by the philosophy of Reggio Emilia and post-foundational theories and has made pedagogical narrative a part of her everyday practice. She has mentored many colleagues and students with her passion for beautiful environments and her commitment to a pedagogy of relationships and listening.

Dr. Catherine-Smey Carston teaches in the Bachelor of Child Studies at Mount Royal University, Calgary. Her doctoral research focused on the topics of leadership, mentoring, and coaching. She is the co-lead of the exploration of implementation approaches for the Alberta Early Learning and Child Care Curriculum Framework project, funded by the Alberta Ministries of Children Services and Alberta Education. This work explores how pedagogical leadership and communities of practice support change and workplace learning in ECE environments.

Susan Garrow-Oliver is an associate professor at Mount Royal University in the Bachelor of Child Studies ELCC major and has been connected and active in the ECE profession in Alberta for over 20 years. Susan's MA and PhD work focused on the topics of communities of practice, advocacy, and leadership in the ELCC profession.



L7 Unleash Your Dynamic You, Part 1

Many people wish things could be different—that they could step into what they truly want and be more confident about it. They wish obstacles felt smaller and their goals felt within reach—and they wish they had a reliable solution so nothing would get in their way. Do you feel any of this?

Diane will share her powerful movement to bring you not only the success you want, but also the secret code to increase your influence, impact, and income. And the best part is you can apply it beyond your career to all areas of your life.

Diane Rolston is an award-winning coach, author, speaker, and CEO of *Dynamic Women* with over 20 years' experience in teaching, training, and speaking. After working for companies and non-profits, she started her business and now serves clients across North America by providing training, coaching, and keynotes on success, mindset, and leadership. She runs programs and masterminds for her private clients to unleash their “Dynamic You.”

L8 Pan Canadian Panel— Leadership in Action

Join us as we celebrate leadership in action and the diversity of roles, forms, and locations of ECE leadership with representation from across the country.

Panelists will share what helped them reach for higher level roles and talk about what has helped navigate change and continue to be leaders in their communities and province.

Carolyn Ferns is public policy and government relations coordinator at the Ontario Coalition for Better Child Care. Carolyn worked for over 10 years at the Childcare Resource and Research Unit, where she co-authored the *Early Childhood Education and Care in Canada* series. Carolyn has a bachelor's degree in early childhood education and a master's degree in early childhood studies. She is a member of the board of directors of both *Child Care Now* and the *Childcare Resource and Research Unit*.

Sonya Hooper is the executive director of the Early Childhood Development Association of PEI. During her last 16 years in this position she has had the pleasure of conducting research that has impacted

and transformed policy and practice in early learning and child care, and she has organized and facilitated regional and local conferences, including co-chair to national conferences. Her background includes a diploma in early childhood care and education, a master's in education, and many years of early childhood professional experiences, including those in kindergarten and special needs education as well as creating and leading her own licensed child care facility for 10 years.

Emily Gawlick is the executive director of the Early Childhood Educators of BC. She is a licensed early childhood educator who has been in the field for 25 years with certification in both special needs and First Nations perspectives in early childhood settings. Throughout her career she has been engaged at the community and provincial levels in a number of different projects and events highlighting the specialty of the ECE sector.





**Thursday Keynote Address:
Dr. Affrica Taylor**

Following and Narrating Children's Common World Relations

1:00 to 2:00 pm

What happens to pedagogical practice and documentation when you shift focus from following the child to following children's common world relations? For many years Affrica Taylor has been experimenting with research methods and writing strategies that do just this. More specifically, she's been following and writing stories about preschool children's everyday relations with local urban wildlife in the Australian settler colonial context in which she lives. Her motivation has been to better understand and communicate the pedagogical significance of these relations, and to learn from them. As a cultural geographer with decades of involvement in Indigenous Australian education, she sees her methods and writing practices as place-attuned, relational, and ethnographic. But as a fellow traveller of early childhood education, she's also aware that the methods and narratives she uses could

also be regarded as a form of pedagogical documentation or narration.

In the first part of this presentation, Affrica Taylor will read a short set of narratives she's written about a series of increasingly fraught child-rabbit encounters and relations that unfolded during a children's common worlds pedagogical research project in Canberra in 2017. These narratives testify to the messy entanglement of settler Australian children's lives with those of introduced wild European rabbits. She'll then use these child-rabbit narratives as a springboard to discuss the backstory of their making and to reflect upon the significant challenges of the methods and narrative strategies she's been experimenting with. She'll explain why and how she has tried to resist the habits of thought and practice that entrap us within an exclusionary human-centric preoccupation with the individual child in their socio-cultural context. Through

the narratives and her reflections upon the vicissitudes of their making, she'll also promote the possibilities afforded by taking a "more-than-human" inclusive and relational common worlds approach to early years pedagogies and their documentation. Finally, she'll invite broader participant discussion about the relevance, or not, of all this to the new emphasis upon "thinking with pedagogical narration" within the revised BC Early Learning Framework.

*Dr. Affrica Taylor is an adjunct associate professor in the Centre for Creative and Cultural Studies at the University of Canberra, and a founding member of the Common Worlds Research Collective. Her background in Indigenous Australian education and her doctoral studies in cultural geography have shaped her abiding interest in the relations between people, place, and other species in settler colonial societies and in the need to decolonise these relations. She explores these themes in numerous publications, but most notably in her books: *Reconfiguring the Natures of Childhood*, *Unsettling the Colonial Places and Spaces of Early Childhood Education* (with Veronica Pacini-Ketchabaw), and *The Common Worlds of Children and Animals: Relational Ethics for Entangled Lives* (also with Veronica Pacini-Ketchabaw).*



THURSDAY, APRIL 11

Thursday Afternoon Leadership Stream Sessions

2:30 to 4:00 pm

L9 Come Play with Research: Research Round Table

Research is something that we all can put into action. Perhaps even more important is the fact that research helps educators be more effective at what they are most about: their teaching and the development of their programs. Creating respectful, responsible, reciprocal environments is probably one of the greatest joys educators can experience. When professionals have convincing evidence that their work has made a real difference, then the countless hours and endless efforts of teaching seem worthwhile and validated. Join us for a discussion on what research is happening and how we can take these learning stories and expand on them in our own programs.

Various researchers will share their current research, including:

- Studio research with young children through art developing
- Communities of practice for early childhood educators
- The importance of multicultural literature in fostering inclusive classroom environments and promoting early literacy skills

L10 Unleash Your Dynamic You, Part 2

Participants must attend Part 1.
(See L7.)

L11 Organizing People to Build Power

From this session you will learn how to tell stories that connect to the heart. To motivate people, we need to tap into sources of hope and empathy and tell stories that show how people overcome

a challenge they are facing. Through storytelling, people can understand why you are doing what you are doing. In this workshop, you will learn how to communicate what drove you to work on a cause, why people must come together, and why your community must act now. Learn how to effectively recruit volunteers, maintain deepening relationships with them to secure commitment, and give them the courage to take on increasingly important roles in





supporting your work. This session will teach a coaching model so participants are not just supported, but learn how to reflect on their contributions and continually grow their capacity.

Olivia Chow is currently a distinguished visiting professor at Ryerson University and the founder of the Institute for Change Leaders. The institute teaches skills that organizers need in order to make social change. For over 30 years, Olivia Chow has been an effective and well-known public figure, serving in Toronto’s municipal politics and on the national stage as a Member of Parliament. In Parliament, her Early Learning and Child Care Bill laid the legislative foundation for a universal, high quality, affordable and non-profit national child-care program. Olivia gained national recognition for her innovative approaches to programs for children and youth as Toronto’s first Children and Youth Advocate. In this capacity, she enhanced the far-reaching child nutrition programs, free dental care for children living in poverty, expanded pre- and post-natal services, and an award-winning approach to delivering Early Learning and Child Care (First Duty). Canadian Immigrant magazine named her as one of Canada’s Top 25 Immigrants. Chow published a best selling memoir *My Journey* in 2014.

L12 Leadership as Practice

During this interactive session, participants will explore their own understanding of leadership and how we have come to this understanding. Participants will then look at leadership “as practice” as this impacts their current role.

Susan Garrow-Oliver is an associate professor at Mount Royal University teaching in the Bachelor of Child Studies ELCC Major and has been connected and active in the ECE profession in Alberta for over 20 years. Susan’s MA and PhD work focused on the topics of communities of practice, advocacy, and leadership in the ELCC profession.

L13 Online Portfolios: Strengthening, Engaging, and Connecting

During this session we will explore how online portfolios are currently used in Canadian, Australian, and New Zealand ECE environments from an educator, child, and parents perspective. Online portfolios are becoming increasingly popular for both early childhood services and parents around the world. They help streamline processes, reporting, and assessment. They also create new opportunities for documentation, strengthen relationships, and engage families. Children’s interests,





progressions, and development can be easily accessed, enabling educators to be more responsive and intentional in supporting children’s learning. People attending this presentation will gain a global perspective on new methods of engaging families in children’s learning and leave with some useful resources about selecting and implementing online portfolios.

Sharon Carlson *has been involved in the New Zealand early childhood sector for the past 20 years as an educator, manager, lecturer, and professional learning and development facilitator. She now specializes in supporting educators, services, and organization in maximizing the potential and benefits of online portfolios.*

L14 Why Measure Inclusion Quality in Child Care and How

Early childhood educators work extremely hard to effectively include children with disabilities in their child care classrooms. They have often had some training in working with children with disabilities, but think it just isn’t enough. So they try to make things work. How do we juggle the needs of a child with a disability with the needs of the other children in our care? How do we improve the quality of inclusion in our classrooms?

We will use the SpecialLink Early Childhood Inclusion Quality Scale

during the workshop. Participants will fill out several items in the scale, watching videos of inclusive settings and then reflecting on their own classrooms. They will plan the next steps to take on the road to high quality inclusion.

Dr. Sharon Hope Irwin *began her career in early childhood as a parent looking for a high quality social setting for her first child. What she found was a passion for child care that remains undiminished. She has been actively involved in the frontline development of inclusive child care and early intervention programs for over 35 years. SpecialLink takes her work across Canada and the US, identifying, analyzing, and disseminating successful inclusive practices and policies in child care. The testing, development, and wide usage of The SpecialLink Early Childhood Inclusion Quality Scale (2009) has been her recent primary research focus.*

L15 Growing Aboriginal Head Start in BC: Valuing the BC Child Care Plan

Growing Aboriginal Head Start (AHS) in BC is a collaborative initiative between the Aboriginal Head Start Association of BC (AHABC) and the Government of BC. AHS programs celebrate the BC Child Care Plan by supporting accessibility, affordability, and quality program development and delivery. By March 2020 up to 300 new

AHS child care spaces will be created for Indigenous children and their families. This workshop will be a discussion that shares highlights, challenges, strategies, and opportunities of the initiative.

Joan Gignac *has been an early childhood educator for 28 years with over 21 years of experience working with Aboriginal Head Start and First Nation Head Start programs. As executive director for the Aboriginal Head Start Association of BC since 2008, Joan uses her knowledge and understanding of the early childhood profession, as well as her passion and belief in the Head Start programs to provide training and resources to early learning and child care professionals. Joan is committed to finding new and empowering ways to advance and uphold quality AHS programs in BC and across the country through collaboration and partnerships.*





Thursday, April 11

Instructor Stream Session

Dialogues on Pedagogical Documentation

This event is sponsored by the BC Early Childhood Pedagogies Network.

Join instructors from across the country for a full day of facilitated discussions and presentations. Fundamental changes have taken place within early childhood education. One decisive shift has been the development of innovative curriculum frameworks, such as the BC Early Learning Framework and the Early Learning Framework in Ontario, that replace the concept of programming with pedagogies. In these frameworks, pedagogical documentation or pedagogical narrations is mentioned as the primary tool for engaging with pedagogy. Yet, there remains an enormous challenge for educators/early years practitioners to engage in pedagogical documentation/pedagogical narration. This forum will facilitate dialogues that foster and enact collective, ethical-political, inclusive, and socially-just perspectives of pedagogical documentation/pedagogical narrations and link these perspectives to Canadian early childhood curriculum frameworks.

- *These sessions are for instructors, pedagogists, or those with an interest in pedagogy.*
- *Instructor Stream sessions are also offered on Friday and Saturday. See I16 Looking Back: Moving Forward—East to West Synergies and I18 Practicum: Far and Wide.*

10:30 am to 12:00 pm

IA Insights, Contaminations, and Provocations from the ECCE Studio

Join a panel of instructors from Capilano University and learn about the creation of a collaborative ECE student space for experimentation and nurturing a culture of thinking and creating together.

Sylvia Kind, PhD, is an instructor in Early Childhood Education at Capilano University and an atelierista at the Capilano University Children's Centre. Her work is motivated by an interest in artistic ways of knowing and in young children's studio practices, their lively

material improvisations and collective experimentations, and in developing understandings of studio research in early childhood contexts. She has co-authored the book Encounters with Materials in Early Childhood Education and has written several journal articles and book chapters on studio practices in early childhood.

Kathleen Kummén is both an instructor in the School of Education and Childhood Studies and the chair of the Centre for Childhood Studies at Capilano University on the unceded territorial lands of

the Squamish and Tsleil-Waututh First Nations. She is a co-director of the BC Early Childhood Pedagogy Network, a pedagogical practicum consultant with the Provincial Centre of Excellence of Early Years and Child Care in Ontario. Kathleen's practice, research, and writings draw on the reconceptualist movement in early childhood education, post-foundational theory in early childhood, and exploring theory and practice in the education of pre-service educators.

Tia Smith has 26 years of experience within the early childhood profession.



She joined Capilano University in 1996 spending many years as an educator in the campus children's centre and then as faculty within the Early Childhood Care and Education department and manager of the children's centre. Tia has always believed the health and well-being of children and families is a shared responsibility of society and her work with students, families, and the child care community embody this approach. She is actively engaged within the child care community.

Adrienne Argent is an instructor within the School of Education and Childhood Studies at Capilano University and also works as a pedagogist in the children's centre located on the university campus. Adrienne has a special interest in arts-based collaborative inquiries and the vibrant and intra-active role that materials play in children's curriculum. In her work with children and educators, she strives to co-create inventive, responsive, and evolving pedagogies that are situated within the West Coast landscape and which respond to the complex worlds children are inheriting and inhabiting in the 21st century.

After teaching elementary and high school in Brazil, Elaine Beltran-Sellitti found her passion educating young children when studying early childhood education in Vancouver. She has taken

many roles in the field of early learning over the last 25 years, including teaching young children and supporting communities to develop child care spaces. Elaine currently is an instructor in early childhood education at Capilano University. An enthusiast of Reggio Emilia pedagogy, she received a MA in education from Simon Fraser University, researching the complex roles of educators co-composing inquiry projects with children. Her current research interests are Indigenous values orientation to early childhood curriculum.

Rachel Yu is an instructor in Early Childhood Care and Education at Capilano University on the unceded territorial lands of the Squamish and Tsleil-Waututh First Nations. Her teaching and research interests focus on cultural studies in the context of early childhood care and education. She closely works with colonial and post-colonial theories and decolonizing movements within early childhood care and education.

Violet Jessen is an instructor in Early Childhood Care and Education at Capilano University. She is also the vice-chair of the Board of Early Childhood Educators of BC. She has a love for music, uku-lele, and curriculum experimentation.

12:00 to 1:00 pm

Instructors Facilitated Lunch

Enjoy lunch and some pan Canadian conversation. Join a table for facilitated discussion around themes of pedagogical documentation, curriculum, practicum, role of pedagogists, and provincial frameworks.

2:30 to 4:30 pm

IB Pedagogists in Early Childhood Education Programs

Join Cristina Delgado Vintimilla to explore the question of what it means to be a pedagogist. Participate in the conversation around this word in practice and share your insights on what a pedagogist is at your centre.

Dr. Cristina Delgado works as faculty in the school for education and early childhood studies at Capilano University and is the pedagoga at Capilano University Children's Centre. Her research interests address the ethical question of living well with others (human and more than human) within pedagogical contexts. She is particularly interested in inquires that attempts to reconceptualize pedagogical relationships from post-structuralist, post-humanist, and material feminist theorizations.



**Friday Keynote Address:
Dr. Cindy Blackstock**

Spirit Bear's Plan for Reconciliation and Jordan's Principle

9:15 to 10:30 am

Since confederation, public services for First Nations children and families have fallen significantly short of what other Canadians receive. This injustice needs to end and Spirit Bear's Plan will do just that.

In the same vein, Jordan's Principle is a legal precedent meant to ensure First Nations children and youth receive the public services they need when they need them. It was named for Jordan River Anderson, a child from Norway House Cree Nation who was born with complex medical needs. He and his family spent years in limbo while the provincial and federal governments argued about which branch should pay for his at-home care. Eventually, Jordan died in hospital at the age of five, never having spent a day in his family home. How can Canada do better for First Nations children and their families?

Cindy Blackstock is the executive director of First Nations Child and Family Caring Society of Canada and professor in the School of Social Work, McGill University. A member of the Gitksan First Nation, Cindy has 25 years of social work experience in child protection and Indigenous children's rights. Her promotion of culturally based equity for First Nations children and families and engaging children in reconciliation has been recognized by the Nobel Women's Initiative, the Aboriginal Achievement Foundation, Frontline Defenders, and many others. An author of over 50 publications and a widely sought after public speaker, Cindy recently completed a Master of Jurisprudence degree and currently serves as a commissioner for the Pan American Health Organization Commission on Health Equity and Inequity.



Spirit Bear, a white teddy bear, was a gift to Cindy Blackstock from the Carrier Sekani Tribal Council in Prince George, BC.

(Photo: First Nations Child and Family Caring Society)



Plenary Session

Friday, 1:00 to 2:00 pm

Cross Canada Check-up

Come and meet champions from each province to give you an update of the important work they are doing for early learning and care in their province.

A Sessions

Friday, 2:30 to 4:30 pm

A1 From Seeds So Small: Early Years Pedagogy in Manitoba

“In order to know where you are going, you have to know where you have been.” Thinking big and starting small was how our pedagogical vision began to take roots in Manitoba. Join us as we share our story of understanding and growth in providing children, staff, and families with the experience they deserve in an early learning environment and how our association brings managers and frontline staff together to create communities of practice. Knowing how we see children determines our practice

and pedagogy, and we will take time to explore this statement.

Karen Kowalski *has been Manitoba Child Care Association’s professional development manager for the past 18 years. She is an early childhood educator and has worked in the field for over 30 years. She is the facilitator of the Leaders Pedagogical Community of Practice.*

Brigitte Insull *is the past director of the Seven Oaks Child Day Care Centre and has been in the field of child care and early learning for 41 years. As a retiree she continues to embrace her passion for children and learning as the Side by Side mentor through the Manitoba Child Care Association and as a practicum instructor at Red River College. Brigitte is inspired by the children she meets in both these new roles as well as the opportunity to engage in pedagogical discussions with like-minded colleagues.*



A2 Mediating the Impact: Quality Early Childhood Services Last A Lifetime

As the early childhood education field extends into providing more integrated school-based services, the time is right to examine the interconnections and opportunities evident in the provision of quality ECE services. What are Canadian trends in special education and student mental health needs, and what is meant by early identification and intervention related to these fields of practice? What does the research tell us? What are the benefits of including children with identified exceptionalities in quality early learning programs? Why is early intervention during the early years important for children with autism spectrum disorder? What does the research tell us about the impact of quality early learning on students’





mental health? This lecture style presentation will provide opportunity for interactive discussion.

Gabrielle Young is an associate professor in the Faculty of Education at Memorial University of Newfoundland, where she teaches undergraduate and graduate courses surrounding understanding and supporting students with specific learning disorders, as well as the practicum in special education.

Kimberly Maich is an associate dean and professor in the Faculty of Education at Memorial University of Newfoundland. She is also a certified teacher, a special education specialist, and a board-certified behaviour analyst. Her research and writing is focused on special education in general and autism spectrum disorders, emotional/behaviour disorders, early learners, and assistive technology.

Sharon Penney is an associate professor in the Faculty of Education at Memorial University of Newfoundland. She is also a certified teacher and registered psychologist with the Newfoundland and Labrador Psychology Board. Her research is focused on special education, autism disorders, home and school partnership, and positive mental health.

The presenters would like to acknowledge David Philpott and Emily Butler in the above work.

A3 Creating Culturally Meaningful Experiences for Children

Participants will explore ways to incorporate Indigenous drumming and singing into their early childhood programs. Through drumming, professionals will learn some fun Indigenous children's songs and rhymes that they can embed within their programs, while being respectful and inclusive of the many local Indigenous traditions, cultures, beliefs and protocols. This interactive, hands-on workshop will not only engage and inspire participants, but it will also motivate them to incorporate culturally relevant experiences within their programs while gaining more comfort and confidence. Participants should be prepared to have fun and look forward to enjoying a lot of laughs in this workshop! This is an interactive, hands on workshop that will inspire professional working with children aged birth to six and older, while having fun.

Nadine Gagne-L'Hirondelle has worked within Indigenous early childhood development at all levels, for 22 years and is a passionate child advocate and AECD consultant. Her interests include supporting Indigenous children, communities, and families as well as children with special needs. She enjoys writing and music and has created two Aboriginal children's CD's as cultural resources for ECD programs.

A4 The Power of Early Intervention

This interactive storytelling style workshop is also a talking circle as it will open and close with talking circles. Participants will be inspired by a motivating real life story about the power of early intervention and the development of the child's circle of support.

Laranna Androsoff is the regional Aboriginal engagement coordinator for the Boundary and the Aboriginal Infant Development Program and Aboriginal support child development consultant. She is a member of the Aboriginal Steering Committee of UBC's Human Early Learning Partnership. Laranna is the proud mother and a strong advocate for children.

A5 Reducing the Risk of Worker Injury in Child Care Centres

Musculoskeletal injuries (MSIs) start off as aches and pains and can progressively get worse. They can limit our ability to work at our optimum and to perform all the activities that we like. In a workshop format, come and learn about how you can protect your body and reduce the risk of injuries while caring for children.

Gina Vahlas first became interested in ergonomics while working in a physiotherapist office where she noticed that workers were re-injured by returning to the same



conditions that caused their injury in the first place. Gina decided to focus on prevention and specialize in ergonomics at Simon Fraser University where she learned to take a systems approach and apply principles to improve the fit between workers and their tasks and equipment, as well as their organizational and physical work environment. Gina has been an ergonomist for more than 20 years, working as an in-house ergonomist at the University of British Columbia before joining the Risk Analysis Unit at WorkSafeBC 10 years ago. A Canadian certified professional ergonomist and certified health and safety consultant, she has shared her knowledge at conferences across North America.

A6 Through the Lens of a Child with Diverse Needs

This workshop describes how Matthew and his family have navigated the world from birth to the present at the age of 12. Through his struggles and successes with everyday situations, preschool, elementary school, social situations, and other family members we learn what to do (and what not to do) when we work with children with challenging behaviours. Matthew's story reminds all of us that every child comes to us with a story of their own, and it is our job to take the time to get to know their story and how we can best meet their needs. Patti

McDougall and Sharon Hope will share a diverse approach of being actively involved in the frontline development of inclusive child care and early intervention programs and talk about developing leadership and advocacy skills.

***Patti McDougall** has been in the education/educator field for over 25 years in a variety of settings including teaching in an Indigenous school in Fort St James, managing child care centres in Winnipeg, and now running her own preschool in Dawson Creek, BC. Patti has also been instructing ECE courses for Northern Lights College for the past two years. She has learned many strategies for working with diverse children in the settings she has worked in but having two boys with diverse needs has taught her the most.*

***Dr. Sharon Hope Irwin** began her career in early childhood as a parent looking for a high quality social setting for her first child. What she found was a passion for child care that remains undiminished. She has been actively involved in the frontline development of inclusive child care and early intervention programs for over 35 years. SpecialLink takes her work across Canada and the US, identifying, analyzing, and disseminating successful inclusive practices and policies in child care. The testing, development, and wide usage of The SpecialLink Early Childhood Inclusion Quality Scale (2009) has been her recent primary research focus.*

A7 Trauma-Informed Practice in Early Childhood Education

The goal of this session is to introduce participants to the trauma-informed classroom and strength-based approaches to learning as well as to share the results of our study to address the importance of trauma-informed ECE classrooms and adequate teacher education in implementing such practices. What do educators perceive as gaps in their education that is crucial in helping them better acquire the skills needed to work within a trauma-informed framework for refugee students? What resources, if any, have been provided to them in terms of preparing them for trauma-exposed students? For those with experience working with trauma-exposed children, what approaches have been most useful in providing optimal support? What supports do educators feel are necessary for them to be able to balance their work with trauma-exposed students as well as prevent any emotional or physical burnout?

***Negar Khodarahmi** is an MA student in the Early Childhood Education Program at UBC. She completed her undergraduate degree in psychology, where she developed a strong interest in development in the early stages of life. Her thesis work will be primarily focused on teachers and how to best support them in working with*



trauma-exposed student using a trauma-informed framework.

Dr. Laurie Ford is an associate professor in the Department of Educational and Counselling Psychology at UBC. A former special education teacher, Laurie received bachelor's and master's degrees in psychology and special education from Oklahoma State University and a PhD in School Psychology, University of Kansas (APA-accredited) with a minor in child-clinical psychology and a program specialization in early childhood special education and families. Laurie completed a pre-doctoral internship with the Nebraska Internship Consortium in Professional Psychology (APA-accredited) with rotations in Lincoln Public Schools and Meyer Children's Rehabilitation Institute-University of Nebraska Medical Center. She also completed a Pediatric Psychology Fellowship at the University of Nebraska Medical Center. She was a faculty member in the Educational Psychology Department at Texas A&M University and the Psychology Department at University of South Carolina before joining the faculty at UBC in 2001.

A9 Collaborating with Children to Move through the Day

This workshop will look at Emmi Pikler's ideas about building respectful, cooperative relationships with babies and toddlers. Her ideas of free movement

grew into a complex approach that respects babies' and toddlers' immense capabilities. Allowing children to move freely and explore the world in the way that is natural to them develops their confidence and skills. She advocated that caregivers observe children closely in order to understand their behaviour in different situations. Moving hastily in our work with children we may not provide options for children to choose. Emmi Pikler felt that given choice and time most babies and toddlers were happy to co-operate. We will discuss her ideas and do some activities to think more deeply.

Enid Elliot has been an early childhood educator for many years. She has worked in Turkey, California, New York, and BC in a variety of contexts and programs. She is continually surprised, intrigued, and delighted by the children, families, and early childhood educators with whom she engages. Babies and toddlers have been a particular source of interest, inspiration, and joy. Doing doctoral work helped her to develop different perspectives on that inspiration and her dissertation resulted in a book, *We're Not Robots: Listening to the Voices of Daycare Providers*. Recently she has begun to investigate the influence of outdoor natural settings on children's experiences. Currently she is an adjunct professor at University of Victoria and on faculty at Camosun College.

A10 A Pedagogical Approach to the Practicum Student and Educator

How can child care programs create space to support practicum student-educator learning? Through this workshop Dr. Bo Sun Kim and Jacky Hughes will discuss the Early Childhood Education Pedagogical Facilitator Project that Capilano University and SFU Childcare Society, have piloted, to enhance student and educator relationships. We will look at barriers to student involvement in early childhood education centres and propose approaches that promote practicum student-educator learning as a shared community.

Dr. Bo Sun Kim is faculty in the school for education and childhood studies at Capilano University and a pedagogical facilitator at SFU Childcare Society for West-Side 3 to 5 year-old programs. Her professional interests focus on children's ideas and perspectives through their narratives and artistic expressions.

Jacky Hughes is a program director at SFU Childcare Society in Burnaby, BC where she oversees the 3 to 5 and school-age programs. She has been active in the early childhood education field for 22 years, focusing her career on the efficacy of quality in early care and education.



A11 Engaging in Reflective Practice

When curriculum is not planned months in advance or based around themes, it does not mean there is not a great deal of planning and collaboration involved in a responsive and reflective approach to curriculum. This workshop will share the process SFU Childcare Society took to provide more intentional and intelligent materials, and the systems the educators put in place to engage with to plan and reflect on when responding to children's interests and curiosities.

Jacqueline Ewonus is currently a program director at SFU Childcare Society in Burnaby, BC. She has been an instructor in early childhood education for the past 11 years and has presented at international conferences on pedagogical leadership and organizational change.

A12 Inspired Mentorship

Participants will be introduced to mentorship as a professional development tool. This workshop will be interactive, encouraging self-reflection, emotional intelligence, and leadership skills. You will be able to gain insight into your own communication style and how to effectively inspire and guide the people around you.

Taya Whitehead and Aanyta Fahrenbruch have a combined 60 years experiences in early care and learning. Aanyta and Taya are both faculty in the Early Care and Education program at Selkirk College in Castlegar, BC.

A13 Taking on Educational Quality

As early childhood educators, what is the impact of our interactions and interventions on the children and their parents? What are the best practices? An interactive workshop where we address these questions from the child's point of view. We will explore how to understand the importance of educational quality and its impacts on children and families and look at the dimensions guiding the educational quality and how we can raise awareness about our stance as educators in quality.

Presented by Association québécoise des CPE.

Remarkable for her energy and her ability to engage people, Sophie Letendre can show the flexibility needed to achieve objectives while answering the needs of daycare centres. She received a diploma in higher specialized studies in management, during which she focused on skills development at work and team mobilization in a change process. She is also a graduate of international studies.

With almost 20-years experience in the early childhood education network, Chantal Durand has great knowledge of all educative projects in AQCPE. She skillfully establishes trusting relationships by listening to the needs of everyone, and building on their leadership and expertise. A food specialist, Chantal is known, among other things, for having contributed to projects such as the writing of the frame of reference Gazelle et Potiron and the coordination of the national project Petite enfance, grande forme.

A14 Hey Advocacy, What Have You Done for Me?

In the 2018 BC Budget, the government committed \$1 billion over three years to begin implementing quality, universal child care across the province. For the first time in a generation, new public funds are lowering parent fees and raising ECE wages. In this workshop, we will look back at the role that research, advocacy, and the \$10aDay Child Care Plan played in achieving advances for children, families, communities, and women, including ECEs. We'll also look forward to the roles that research, advocacy, and the \$10aDay Plan can play in ensuring that progress continues and our goal of high quality, universal child care is realized. Through a presentation and discussion, participants will benefit from a deeper understanding of their



relationship with research, advocacy, and the \$10aDay Plan, and how their advocacy as individuals can benefit the children and families they work with, the communities they live in, and the respect and remuneration they receive for the valuable work they do.

Sharon Gregson works with the Coalition of Child Care Advocates of BC as the provincial spokesperson for the successful \$10aDay Child Care campaign. She is a feminist with a demonstrated history of working across sectors to build support for public investment in child care. She is skilled in campaign strategy and campaigning, government and stakeholder relations, and in working with traditional and social media. She was twice elected as a trustee to the Vancouver Board of Education and has 30 years of experience working in the

delivery of quality not-for-profit child care with a Reggio Emilia focus.

Drawing on 30 years of experience as a professional accountant in the voluntary, public, private, and academic sectors, Lynell Anderson analyzes and utilizes financial information to promote public accountability, engage communities, and advocate for evidence-informed change. Her research and advocacy activities focus on public policies that advance the rights of children, women, and families, especially with respect to child care services and youth in and from government care. Lynell is a respected Canadian authority on child care, and she currently provides research and strategic leadership to the campaign advancing \$10aDay Child Care for BC.

A15 Revised Early Learning Framework

The 2008 Early Learning Framework outlined an aspirational vision for early learning environments in BC. The Revised Early Learning Framework extends that vision and sets new goals for programs that serve children birth to age 8. Join us to discuss the changes, how it impacts our practice, and how to get started.

Kira Reynolds manages the Early Learning portfolio with Ministry of Education's Learning Division. Her team is

responsible for leading the update of the revised BC Early Learning Framework and for designing supports that provide children with successful transitions into the school system. Kira has aligned her career with professions that support the well-being of children and youth, having worked in the early learning and child care, community social services, and international adoption sectors. She holds a bachelor's degree in anthropology and women's studies and a diploma in public administration, both from the University of Victoria.

A16 Childcare BC

This workshop will provide participants with information about the Childcare BC Plan and its pillars (Affordability, Accessibility, and Quality). Through a panel of presentations and questions and answers, we will look at the various initiatives that have been introduced since April 2018, including the ECE Wage Enhancement, ECE Standards of Practice and Occupational Competencies, the New Spaces Fund, the Childcare Fee Reduction Initiative, and the Affordable Child Care Benefit.

Senior Ministry of Children and Family Development staff will be presenting.





Friday, April 12

Instructor Stream

2:30 to 4:30 pm

116 Looking Back: Moving

Forward—East to West Synergies

The ECE Faculty Forum, a pan-Canadian gathering of early childhood faculty, offers an opportunity to network, share, learn from each other, and build the best quality programs we can. Join us to look back at the history and goals of our group and to learn from our panel of faculty members from various provinces about East to West synergies including new initiatives, exciting processes, and future dreams.

This session is for instructors only.

Laura Fowler Massie is a college professor teaching early childhood education at Cegep Heritage College in Gatineau Québec, just across the river from Ottawa. She currently sits as a director on the board of the Canadian Child Care Federation and is a longstanding and proud member of the Pan Canadian ECE Faculty Forum. With more than 30 years in the field, Laura has taught in licensed child care, co-op nursery schools, and family resource programs. She proudly holds a diploma in ECE from Algonquin College, a bachelor's degree in psychology from Carleton University and a master's degree in education with a specialization in college teaching from the University of Sherbrooke.

Gyda Chud has over 45 years experience as an ECE and was a faculty member and dean at Vancouver Community College. She holds a master's degree in both ECE and adult education. She has facilitated numerous workshops across Canada. She was chair of the Child Care Human Resources Sector Council and numerous related organizations and advocacy for our profession remains a strong passion of hers. Gyda served as the chair of the early ECE Affinity Group when it was originally under the umbrella of the Association of Canadian Community Colleges and now volunteers with excitement as the chair of the more recently named ECE Faculty Forum.





Saturday Keynote Address:
Tove Mogstad Slinde

Learning from Norway

9:15 to 10:15 am

Norway has a universal system of early learning and child care—for all children and families. It is an expectation of Norway's families that they will have a high-quality space that meets their individual needs. The path to get to this involved creating the government policy and systems that support children and families, and it took time and political will. How did Norway do it? What does it look like today? What have the challenges been? And what lessons can Canada learn?

Tove Mogstad Slinde is a senior adviser in the Norwegian Ministry of Education and Research in the Department of

Kindergartens and Schools. From 2012 to 2018 she has been chair of the Network on Early Childhood Education Care in Organisation for Economic Co-operation and Development (OECD).

In the Ministry of Education and Research Tove Mogstad Slinde has been working on policy development on topics related to quality in ECEC, such as curriculum, staff competencies, governance, research, and developmental work. She has worked within the ECEC sector in Norway on different levels since 1987. Among other things, she has been working with management and developmental work and the implementation of national

policies on the regional and local levels. This has entailed cooperating closely with municipalities, kindergarten owners, and other relevant institutions and stakeholders including teacher education and staff-organizations. Representing the Department of ECEC in international cooperation, she has been involved in the work of the OECD ECEC network (since 2008), as well as the Thematic Working Group on Early Childhood Education and Care in EU. She has also been engaged in the advisory committee for the research project CARE, funded by the EU (2014–2016).



Saturday, April 13

Plenary Session

11:30 am to 12:30 pm

Looking Back on What's Been Done, Going Forward to Achieve a Canada-Wide Child Care System for All: What the Child Care Movement is Asking for in 2019

In the run-up to the 2019 federal election, the panelists will analyze what's been accomplished for child care since 2015 at the national level and explore how to move forward to build on this towards the universal high quality system we envision. They will put forward ideas about how the various partners in the child care movement can work together on a common child care agenda and message this year.

As founder and long-term executive director of the *Childcare Resource and Research Unit*, **Martha Friendly** has worked on early childhood education and child care (ECEC) policy research for more than 40 years. She has authored many scholarly and popular publications including two books on Canadian ECEC policy, book chapters, journal articles, reports and opinion pieces, as well as producing ECEC in Canada every two years since 1992. She collaborates with other researchers, social justice, advocacy, ECE groups and policy makers, working

towards a shared goal of high quality child care for all families and children. She has two grown children and two grandchildren, all of whom attended high quality not-for-profit child care centres. In 2015, Martha received an honorary doctorate from Trent University.

Morna Ballantyne has been involved in one way or another in child care advocacy since the mid-1980s as a parent, a policy researcher, and a campaigner. She served on the board of directors of her son's daycare, and that of the Ottawa Federation of Parent Child Care Services. She coordinated the national campaign, *Code Blue for Child Child Care* after the termination of the federal-provincial bilateral agreements on child care in 2016. She also was the national coordinator of the very successful national *ChildCare2020* policy conference in November 2014. In 2017 Morna assumed the role of executive director of the *Child Care Advocacy Association of Canada*, now rebranded as *Child Care Now*.

Don Giesbrecht is CEO of the *Canadian Child Care Federation (CCCCF)*, Canada's largest member-based early learning and child care organization. Prior to his current role as CEO, he was president of the CCCC board of directors from 2006 to 2012. He was the chair of the Board of the *Alberta Resource Centre for Quality Enhancement*, is a member of the *Vanier Institute's Canadian Military and Veteran Family Leadership Circle*, and was a member of the *Province of Manitoba's Early Learning and Child Care Commission*. He is a past board executive committee member of the *Child Care Human Resources Sector Council*, served as the president of the *Manitoba Child Care Association*, and was a member of the *federal Ministerial Advisory Committee on the Child Care Spaces Initiative*. In He was awarded the *Queen Elizabeth II Diamond Jubilee Medal* in 2013 in recognition of his service on behalf of Canadian families.



B Sessions

Saturday, 1:30 to 3:30 pm

B1 Helping Children Manage Stress: Tools for Resilience

Resilience has at its core a positive, adaptive response in the face of adversity. While the critical role of a stable, supportive relationship with a caring adult cannot be understated, equally important to fostering resilience in young people is supporting their development of the knowledge and skills they need to cope with life's challenges.

This participatory workshop will introduce participants to a range of practical strategies and Canadian resources that they can draw upon to help young children, including how to:

- Gain a sense of control. When children realize they have choices,

especially in difficult times, they feel less helpless. Making choices involves engaging cognitive processes, which change brain chemistry and reduce stress hormones.

- Learn to relax so they can regain a sense of calm and readiness to move forward.
- Develop a “can-do” attitude that focuses on strengths and assets.
- Build capacity for self-regulation. Learning age-appropriate strategies for dealing with stress, including receiving support from caregivers, supports children’s emerging capacity for self-regulation.

Cindy Andrew *is a former teacher who has worked to promote the health and*

well-being of children and those who care for them for close to 30 years. She is the Western region program consultant for The Psychology Foundation of Canada and also works as the Healthy Schools Lead for the Sooke School District on Vancouver Island.

B2 How Does My Province/Territory Measure Up?

Canada has 14 distinct early childhood systems. Each has unique ways of supporting its ECE workforce, promoting access for families and providing oversight. This workshop looks at the impact of the different approaches on ECE quality and access. We’ll discuss questions such as: Where are the best places to be an ECE? Who provides the





best professional development? Where are vulnerable families best served? Where are the best opportunities for career advancement? Using interactive technology this session encourages participants to consider what influences are most important for career ECEs and the families they serve.

Kerry McCuaig is the co-author of the Early Years Study 3 and 4 (in press), and co-developer of the Early Childhood Education Report, a regular evaluation of the policy frameworks which oversee ECE services across Canada. She is a frequent featured speaker and has authored studies for governments and NGOs across Canada and internationally.

B4 Community of Practice: Nurturing Connections, Listening Deeply, Attending to the Complexities and Tensions in the Early Childhood Field

The presenters have been co-facilitating a diverse, vibrant, and thriving local community of practice since 2016. In this presentation, they will share how the idea of starting a network of educators emerged from Anastasia's graduate research study, in which she explored experiences of beginning early childhood educators. The results of the study pointed in the direction of creating meaningful collective opportunities for professional learning to nurture

connections that will help educators to stay excited and engaged in their work. We will share several stories of meeting with the community of practice outside once a month, and what emerged from listening deeply, attending to one another, as well as to the complexities and tensions of educators' practice. This presentation will have an interactive format, with participants having an opportunity to engage in conversations on the topics that are meaningful to them, ask questions and share their stories from the field.

Morgan Myers is an ECE on the traditional Lekwungen Territories of the Songhees and Esquimalt Nations. An openness to new and different ways of being, thinking, and storytelling is something she strives towards. Her time working alongside the very young and their families are guided by more questions than answers but this is what sustains her practice and why she is ready to talk to anyone about anything.

Anastasia Butcher has been working in the field of early childhood since 2003. She is a faculty member in the Early Learning and Care program at Camosun College in Victoria. Her interests focus on creating a sense of belonging in the classroom and in the early childhood community, and engaging in the process of critical reflection with students and colleagues in the field.

B5 We Are All the Same! We Are All Different! Inclusive Strategies to Support All Children and Families

Participants will explore various areas of diversity such as culture, language, ability, gender, race, and family and be invited to think about inclusive strategies and supports that would benefit all children. Creating a community of learners based on concepts of equality, fairness, and social justice is critical for all our children and families to give all children the opportunity to grow so their particular abilities and gifts flourish. Practices such as using children's literature, choosing and using materials, and ideas for conversation and games will be discussed.

Nicole Ferguson Marshall is an instructor at Saskatchewan Polytechnic and has worked in the field of ECE in a variety of capacities for more than 25 years. She has a particular passion for helping create environments that support diversity in all forms including socioeconomic, gender, racial, cultural, ability, and age. She finds joy in working with adults seeking to gain skills and knowledge to work with children and families and also loves the time she gets to work directly with children and educators in the demonstration child care centre.



B6 Writing Down the Raw: Embracing Autoethnography

Autoethnography “occupies an in-between space, a liminal space, a crack or fissure—an opening where the opportunity to consider human experience from a new standpoint is possible, helping build counter-narratives to the louder, noisier discourses currently in circulation in education” Elizabeth Henderson. In this workshop, Lynne and Lindsay will share their experiences of a community of practice that explores Elizabeth Henderson’s book, *Autoethnography in Early Childhood Education and Care: Narrating the Heart of Practice*. Lindsay and Lynne will share pedagogical narrations they have written, revealing their belief that the educator’s heart is vital in early years practice. Workshop participants will be invited to critically reflect with the narrations, and will have the opportunity to write and share within the session.

Lindsay Lichty is excited to be a part of a professional community that encourages her to evolve her practice. She is exploring how to be more holistic as an early years educator—to be playful and vulnerable, to be a researcher and a writer, to more consciously connect the mind with the heart. In her practice, Lindsay is curious about emotions, space, leadership and how these elements support and construct expressions of self. Lindsay is exploring

reflective practice through blogging at revealandrelate.ca.

Lynne Wanamaker is an early childhood educator in two StrongStart BC settings in BC. She feels grateful to have participated in the second phase (2011-2018) of the University of Victoria’s Investigating Quality Project, the Community Early Learning and Child Care Facilitator’s Pilot Project. She strives to continually practice from an ethics of resistance and an ongoing desire for equity and social justice. She is a hopeful educator who engages with pedagogical narrations as critically reflective encounters and openings.

B7 Who Am I and Who Are We Together? Finding the Connection between Personal and Organizational Core Values!

SFU Childcare Society team will take you through in-depth exercises to unearth your personal core values and begin to think about how your values align with your organization’s values, culture, and philosophy. We will share a process we took of developing our core values, how we were able to develop clear processes and systems, the influence on curriculum, and ultimately enhance educator job satisfaction.

Pat Frouws has been the executive director of SFU Childcare Society in Burnaby, BC for the past 14 years. She is the

recipient of a number of awards including the Prime Minister’s Award for Excellence in ECE. She currently is a member of the selection panel for these awards.

Jacky Hughes is a program director at SFU Childcare Society in Burnaby, BC. She has been active in the early childhood education field for 22 years, focusing her career on the efficacy of quality in early care and education. Jacky is an ECEBC Leadership Initiative participant and in May 2018 was awarded the ECEBC Kay Briton Mentor Award.

Jacqueline Ewonus is currently a program director at SFU Childcare Society. She has been an instructor in early childhood education for the past 11 years and has presented at international conferences on pedagogical leadership and organizational change.

B8 Looking at Emma Pikler’s Ideas in the Light of Janusz Korczak’s Ideas

This workshop will look at Janusz Korczak’s pedagogical ideas of respect for the child as a person and how they fit with Emmi Pikler’s ideas for babies. Believing in children’s capabilities and their right to be included in the community their ideas were ahead of their times. Both of these educators worked for the rights of children, particularly orphans, and their ideas are inspirations for all of us.



Enid Elliot *has been an early childhood educator for many years. She has worked in Turkey, California, New York, and British Columbia in a variety of contexts and programs. She is continually surprised, intrigued, and delighted by the children, families, and early childhood educators with whom she engages with. Babies and toddlers have been a particular source of interest, inspiration, and joy. Doing doctoral work helped her to develop different perspectives on that inspiration and her dissertation resulted in a book, We're not robots: Listening to the voices of daycare providers. Recently she has begun to investigate the influence of outdoor natural settings on children's experiences. Currently she is an adjunct professor at University of Victoria, BC and on faculty at Camosun College, Victoria, BC.*

B9 Learning and Loving it at Uy'sqwalawun Childcare Centre

We are in our second year of a project that provides opportunities to build community relationships and foster leadership for language and literacy learning on the Snaw-naw-as Territory in Nanoose, BC. We are building powerful and meaningful relationships in our community through culturally relevant speech programs, weekly Hul'quimi'num language studies, and rhyme time sessions for the very young. Many of our

Elders participate in our story walks and support the creation of story baskets. Early childhood educators, parents, and community members are invited to participate in our professional learning certificate program. We are embracing the strength-based assessment strategy called learning stories. This workshop will provide participants with descriptions and examples of the strategies we have implemented. The workshop will be an interactive experience. Our play-based strategies are easily implemented in all early childhood setting. We look forward to sharing our resources and experiences with you.

Donna Klockars *has worked as a speech pathologist, early childhood educator, elementary and secondary teacher, literacy coordinator, university instructor, children's literature author. She embraces and is a champion of early language and early literacy learning projects. She listens and learns from Elders and plays with her shorter friends as often as she can.*

B12 Facilitating Change: Two Steps Forward, One Step Back—Lessons Learned Developing a National Early Childhood Education Curriculum

This presentation will discuss the challenges and opportunities presented when we worked through a national change process. This session will be valuable

to ECE leaders who want to support their teams and programs to respond to early learning frameworks and other changes in our ECE profession. With this national roll out came much new learning for all levels of ECE programs (practitioners, supervisors, management and organizational leaders).

Lorrie Huggins *conceptualized the national YMCA ECE curriculum and has been implementing it since 2007.*

Carolyn Wing *has been an instructor at Langara for 20 years and worked with YMCA Vancouver and Toronto implementing the national curriculum for 10 years.*

B13 Changing Results for Young Children

Building on the success of similar inquiry-based professional learning teams, this project builds educators' skills in supporting social emotional well-being. Collaborative learning between community-based providers, StrongStart BC facilitators, and kindergarten teachers ensure a cohesive approach across ages. Learn more about the project, discuss collaborative efforts in your communities, and access tools to support the social emotional well-being of children in your environments.

Maureen Dockendorf *has spent her career in education. She has worked as*



a teacher, university faculty associate, principal, and assistant superintendent in BC's Coquitlam School District. Since 2011, Maureen has been supporting the BC Ministry of Education with a wide range of initiatives including the redesign of British Columbia's K to 12 curriculum and competency development. Maureen has an unwavering commitment to children and families, the early years, and public education.

B14 First Call's Early Years to

Action—The Time is Now

First Call: BC Child and Youth Advocacy Coalition has developed their 2019 Early Years Call to Action campaign, after engaging with several key stakeholders in BC. This year's campaign was developed under five campaign pillars: social determinants of health, early childhood care and learning, Indigenous early childhood development, children with special needs, and family life supports and services. Come learn about this important early years campaign, current early childhood research, as well as key messages and public policy recommendations put forward by First Call. It will inspire and inform professionals working with children aged birth to six and give them tools to participate in public policy advocacy in support of increasing public investments in BC's youngest children and their families.

Adrienne Montani has worked with First Call: BC Child and Youth Advocacy Coalition since 2000. Prior to this, she served as the child and youth advocate for the City of Vancouver, the chairperson of the Vancouver School Board, and the executive director in the social service organizations. Adrienne has a long-standing interest in the issues of cross-cultural awareness and racism, women's rights, and the impacts of social exclusion on children and youth in low-income families.

Nadine Gagné-L'Hirondelle has worked within Indigenous early childhood development for 22 years and is a passionate child advocate and AECD consultant. She is thrilled to assist First Call: BC Child and Youth Advocacy Coalition as the communication consultant to support the development of their 2019 Early Years Call to Action campaign.

B15 The impact of Public Delivery of ECE on Its Workforce

Unique to the Ontario model of full-day kindergarten is the educator team, where teachers and early childhood educators share responsibility for the planning and delivery of the program. This workshop will explore ECE working conditions in the public sector. How has their working conditions and job satisfaction changed? What are they dynamics of educator teams and working in

partnership with teachers? How has the inclusion of ECEs in the school boards contributed to community capacity and public education? How is it supporting children and families and creating decent jobs in the sector?

Emis Akbari is co-author and co-developer of the Early Childhood Education Report, a policy-monitoring tool that evaluates the quality of early childhood education delivery across Canada. She is also a professor at the School of Early Childhood at George Brown College in Toronto. She is a researcher in the effects of early adversity on development and has authored studies for governments and non-for-profits organizations across Canada.

B16 Leading: Improving the Workplace through Mentorship

Are you an administrator, a senior educator, or a team leader? As a leader, you have the opportunity to make such a difference in the lives of beginning early childhood educators, including all of your staff. How can you move beyond managing to leading—giving direction, offering inspiration, building teamwork, setting an example, and gaining acceptance (Rodd, 2006)? How can you develop a culture of learning and respect within the workplace? What aspects of mentoring are important to ensure a successful experience for both mentors



and mentees? Regular and supportive communication with administrators has been found to be helpful in supporting mentoring (Smith and Ingersoll, 2004), but what does this look like? In this interactive workshop, you will hear about specific strategies for supporting the ongoing professional development needs of both new and experienced early childhood educators. In addition, we will look at ways you can get support as a leader.

Dr. Laura Doan is an assistant professor in the Faculty of Education and Social Work at Thompson Rivers University, where she teaches in the Early Childhood Education and Master of Education programs. Laura is involved in research to support both new and experienced early childhood educators. She has completed research with beginning early childhood educators across BC, to find out what their experiences and needs are, and more recently, she has set up a peer-mentoring project based on what new educators said they wanted.

B17 Child Care: A Market Commodity or a Public Good?

This workshop will consider what the terms “child care market” and “child care system” mean: what we have now; why a market model is a barrier to our vision of high quality ECEC services accessible to all children and families;

and how to make the shift from a child care market to a child care system, based on our historical, political, and ideological context.

As founder and long-term executive director of the Childcare Resource and Research Unit, **Martha Friendly** has worked on early childhood education and child care (ECEC) policy research for more than 40 years. She has authored many scholarly and popular publications including two books on Canadian ECEC policy, book chapters, journal articles, reports and opinion pieces, as well as producing *ECEC in Canada* every two years since 1992. She collaborates with other researchers, social justice, advocacy, ECE groups and policy makers, working towards a shared goal of high quality child care for all families and children. She has

two grown children and two grandchildren (six year old twins), all of whom attended high quality not-for-profit child care centres. In 2015, Martha received an honorary doctorate from Trent University, which cited her “research and activism.”

Carolyn Ferns is public policy and government relations coordinator at the Ontario Coalition for Better Child Care. Carolyn worked for over 10 years at the Childcare Resource and Research Unit, where she co-authored the Early Childhood Education and Care in Canada series. Carolyn has a bachelor’s degree in early childhood education and a master’s degree in early childhood studies. She is a member of the board of directors of both Child Care Now and the Childcare Resource and Research Unit.





Saturday, April 13

Instructor Stream

1:30 to 3:30 pm

118 Practicum: Far and Wide

As a critical component of our ECE studies, this session will offer an opportunity to discuss the practicum from the perspective of how we offer it, challenges involved, assessment and evaluation, online programs, and new approaches. Facilitated by Laura Fowler Massie and Gyda Chud, this interactive workshop welcomes a pan-Canadian conversation and sharing of ideas we can all contribute to and learn from!

This session is for instructors only.

This event is sponsored by the National ECE Faculty Forum.

Laura Fowler Massie is a college professor teaching early childhood education at Cegep Heritage College in Gatineau Québec, just across the river from Ottawa. She currently sits as a director on the board of the Canadian Child Care Federation and is a longstanding and proud member of the Pan Canadian ECE Faculty Forum. With more than 30 years in the field Laura has taught in licensed child care, co-op nursery schools, and family resource programs. She proudly holds a diploma in ECE from Algonquin College, a bachelor's degree in psychology from Carleton University and a master's degree in education with a specialization in college teaching from the University of Sherbrooke.

Gyda Chud has over 45 years experience as an ECE and was a faculty member and dean at Vancouver Community College. She holds a master's degree in both ECE and adult education and has facilitated numerous workshops across Canada. She was chair of the Child Care Human Resources Sector Council and many related organizations and advocacy for our profession remains a strong passion of hers. Gyda served as the chair of the early ECE Affinity Group when it was originally under the umbrella of the Association of Canadian Community Colleges and now volunteers with excitement as the chair of the more recently named ECE Faculty Forum.





How to Register for the Conference

**REGISTER
ONLINE**

- ECEBC has gone paperless. To get the best workshop selection, register online at: <http://www.ecebc.ca/events/index.html>
- No telephone registrations will be accepted.
- For support with registration, call 604-709-6063 or toll-free: 1-800-797-5602; email: ecebc@ecebc.ca.

Cancellation Policy

Registration fees, less a \$50 administrative fee, will be refunded if a cancellation request is received in writing before **Friday, March 29, 2019**.

Between **Friday, March 29** and **Friday, April 3**, registration fees are non-refundable, but you can have someone else attend in your place if you contact

the ECEBC office by **Friday, April 3, 2019 by 4:00 pm**. If we have not received notification by **April 3, 2019**, we cannot accommodate delegate replacements onsite at conference.

Membership Information

Not an ECEBC member? You can join ECEBC and be eligible for conference membership rates quickly and easily. Visit <https://register.ecebc.ca/login> to register or contact ECEBC at 604-709-6063 ext. 4 or Toll-free: 1-800-797-5602. E-mail: ecebc@ecebc.ca Fax: 604-709-6077



Volunteer at the Conference

- Are you excited about the conference?
- Would you like to meet members of your ECE community?
- Would you like to enrich your sense of purpose and lower your stress?
- Are you ready to be a part of the magic?

Volunteer with us!

For more information about volunteering, please contact soniatavares025@gmail.com or ecebc@ecebc.ca.

Get updates on social media:

#ECEBC2019

#CanadaECE

#CanadaECE2019



2019 Conference Fees

Registration fees include sit-down lunch buffets and coffee breaks on Thursday, Friday, and Saturday.

**REGISTER
ONLINE**

Rates

Membership Category	Early Bird Rate (until Mar 20, 5:00 pm)	Regular
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ECEBC & CCCF members (full & associate)

3-day registration	\$410	\$495
2-day registration	\$320	\$375
1-day registration	\$225	\$320

Student ECEBC and CCCF members

3-day registration	\$320	\$380
2-day registration	\$225	\$300
1-day registration	\$185	\$215

Non-members

3-day registration	\$660	\$800
2-day registration	\$525	\$640
1-day registration	\$385	\$465

StrongStart Facilitators Rates

Membership Category	Early Bird Rate (until Mar 20, 5:00 pm)	Regular
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StrongStart facilitators who are ECEBC members (full & associate)

3-day registration	\$85	\$170
2-day registration	\$0	\$0
1-day registration	\$0	\$0

StrongStart facilitators who are not ECEBC members

3-day registration	\$335	\$475
2-day registration	\$200	\$315
1-day registration	\$60	\$140

Please contact ECEBC for details at ecebc@ecebc.ca.

Please note that StrongStart facilitators can only apply for one travel bursary (either the ECEBC travel bursary or the StrongStart facilitator travel bursary through funding from the Ministry of Education) and not for both bursaries.

Register Early to be Entered to Win a Dinner for Two

If you register by March 20, 2019, not only will you get the Early Bird Rate, your name will be entered into a draw to win a dinner for two at the Hyatt Regency.



Get updates on social media:

#ECEBC2019

#CanadaECE

#CanadaECE2019



ECEBC Conference Travel Bursary (BC Delegates Only)

The travel bursary available to support the overall cost of travel but won't cover all expenses to the annual ECEBC conference. Applicants must reside in BC and be an ECEBC member. Due to limited funds, not all applicants will receive bursary funding. Applications will go through an approval process and applicants will be contacted by email by March 8, 2019. Application process is online.



Subsidies for Delegates Outside of BC

The Muttart Foundation from Edmonton, AB has generously provided funds, administered through the Canadian Child Care Federation, to assist individuals attend the 2019 national conference.

Application for this subsidy is open for application for everyone who is attending, but the funding priorities are as follows:

1. Alberta and Saskatchewan residents.
2. Members of registered charities. (If you are a member of CCCF, you are a member of a charity. Other charitable child care organizations include the Manitoba Child Care Association, the Association of Early Childhood Educators of Ontario, and the Early Childhood Educators of BC).
3. From a non-profit organization.
4. Students/emerging leaders.

The subsidy application can be completed at:

<https://www.surveymonkey.com/r/LookingBackMovingForward>

We encourage you to apply even if you are not sure if you qualify.

Questions? Please email info@cccf-fcsge.ca





2019 ECEBC Conference StrongStart BC Facilitator Travel Bursary Application (BC Delegates Only)

StrongStart facilitators can only apply for one travel bursary (either the ECEBC travel bursary or the StrongStart facilitator travel bursary through funding from the Ministry of Education) and not for both bursaries. StrongStart facilitators must apply for this bursary only. Bursaries are available to support the overall cost of travel but won't cover all expenses.

Please complete one form for your district and email to ecebc@ecebc.ca by March 21, 2019.	
School District Name:	
School District Number:	
Region:	
<input type="checkbox"/> Northern BC	<input type="checkbox"/> Kootenays
<input type="checkbox"/> Southern Vancouver Island	<input type="checkbox"/> Sunshine Coast
<input type="checkbox"/> Interior	<input type="checkbox"/> Northern Vancouver Island
<input type="checkbox"/> Lower Mainland	
Number of StrongStart BC facilitators and school district personnel attending the ECEBC 2019 conference from your district. Please give their names:	
Estimated cost of travel (air, ferry, mileage) per person:	
Has registration for the ECEBC 2019 annual conference been completed?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
School District Authority Signature:	

Maximum Amounts for Travel Bursary by Region

Northern BC = \$2,500

Southern Vancouver Island = \$1,000

Lower Mainland = \$200

Kootenays = \$2,500

Northern Vancouver Island = \$1,000

Interior = \$2,500

Sunshine Coast = \$300



Hotel and Travel

Hyatt Regency Vancouver

655 Burrard St., Vancouver, BC

The conference will take place the Hyatt Regency in downtown Vancouver. Guests will have easy access to amazing attractions like Stanley Park, the Vancouver Art Gallery, and the shops of Robson Street.

Rooms and suites are available to ECEBC/CCCF delegates at the reduced conference rate of \$249 (plus taxes) per night. When making reservations, identify yourself as part of the Early Childhood Educators of BC (ECEBC) conference. Our rate code is ECEBC.

To reserve, you can:

- Book online at https://www.hyatt.com/en-US/hotel/canada/hyatt-regency-vancouver/yvrrv?corp_id=G-ECEB
- Call the hotel directly at 1-800-233-1234 and tell them you are part of the ECEBC or the Early Childhood Educators of BC block

To guarantee your space at the hotel and receive the reduced conference rate, your accommodation reservations must be made by **March 20, 2019**. After this date, reservations can be made based upon room availability and at the best available rates.

Getting to Vancouver

By Air

To book a flight with Air Canada, use the promotion code: **9PEF4ZV1**

Go to aircanada.com and enter your promotion code in the search panel.

This code will give you a 10% discount on your fare.

By Public Transit

The Hyatt Regency is right beside the Burrard Station. The Canada Line connects Vancouver International Airport to downtown Vancouver in under 30 minutes.

Take the train to the Vancouver City Centre station, exit onto Georgia Street and take a left. The hotel is two short blocks away at 655 Burrard Street. Please visit www.translink.ca for more information.

By Car

Hyatt Regency Vancouver offers several underground parking options for guests: Parking charges include in/out privileges.

Self Parking: \$40.66/day (includes \$8.66 in taxes)

Valet Parking: \$50.82/day (includes \$10.82 in taxes)



Nature Hike Challenge

For anyone who wants to keep fit, you can get up to your floor at the Hyatt Regency Hotel by using the Nature Hike Challenge. The Nature Hike is the hotel's emergency stairwell, which has been decorated by artists with locally themed nature motifs. And yes, you can go all the way up to the 32nd floor. It's an interesting and innovative way to do something unique while keeping fit.



Not a member of ECEBC? Join now and get discounted conference fees!

By joining now, you can take advantage of the great savings members receive on their conference fees. And you'll also receive a whole year's worth of other great benefits: four issues of the Journal, *The Early Childhood Educator*; the Code of Ethics; membership in the Canadian Child Care Federation; members' prices on ECEBC publications, workshops, and training; access to extended benefits package through Health Source Plus; access to an exclusive insurance program for your licensed child care centre; opportunities to participate in bi-monthly members only calls; and the opportunity to belong to your local ECEBC branch. Most importantly, you become part of an organization advancing early childhood education and educators. Members count!

MEMBERSHIP CATEGORIES *(check one box in column to right)*

Full Member – has an Early Childhood Educator's Certificate to Practice from the Provincial Community Care Facilities Branch *(copy of license required with application)*. Eligible to vote on provincial issues at the Annual General Meeting.

Student Member – is in the process of becoming professionally qualified in the field of early childhood or is in the process of completing 500 hours of work experience *(signature of instructor/supervisor required on application)*.

Associate Member – holds post-secondary certification (certificate, diploma, degree) in a related field, has been a full member of ECEBC and is now retired from the ECE field, or is currently employed in the early childhood field and is in good standing with the Provincial Community Care Facilities Branch *(copy of operating licence or a license to practice as an assistant ECE required with application)*.

MEMBER INFORMATION

NAME

ADDRESS

CITY/PROV/POSTAL CODE

HOME PHONE

WORK PHONE

EMAIL

PLACE OF EMPLOYMENT

SIGNATURE

SIGNATURE OF INSTRUCTOR (STUDENTS ONLY)

REFERRED BY

*All information on this page accurate at time of printing.

- | | |
|---|----------------|
| <input type="checkbox"/> New Full \$115* | (\$9.58/month) |
| <input type="checkbox"/> Renew Full \$110 | (\$9.17/month) |
| <input type="checkbox"/> New Student \$95 | (\$7.92/month) |
| <input type="checkbox"/> Renew Student \$90 | (\$7.50/month) |
| <input type="checkbox"/> New Associate \$100 | (\$8.33/month) |
| <input type="checkbox"/> Renew Associate \$95 | (\$7.92/month) |

PAYMENT OPTIONS

- Cheque (payable to ECEBC)
 Visa MasterCard
 Visa/Mastercard Debit

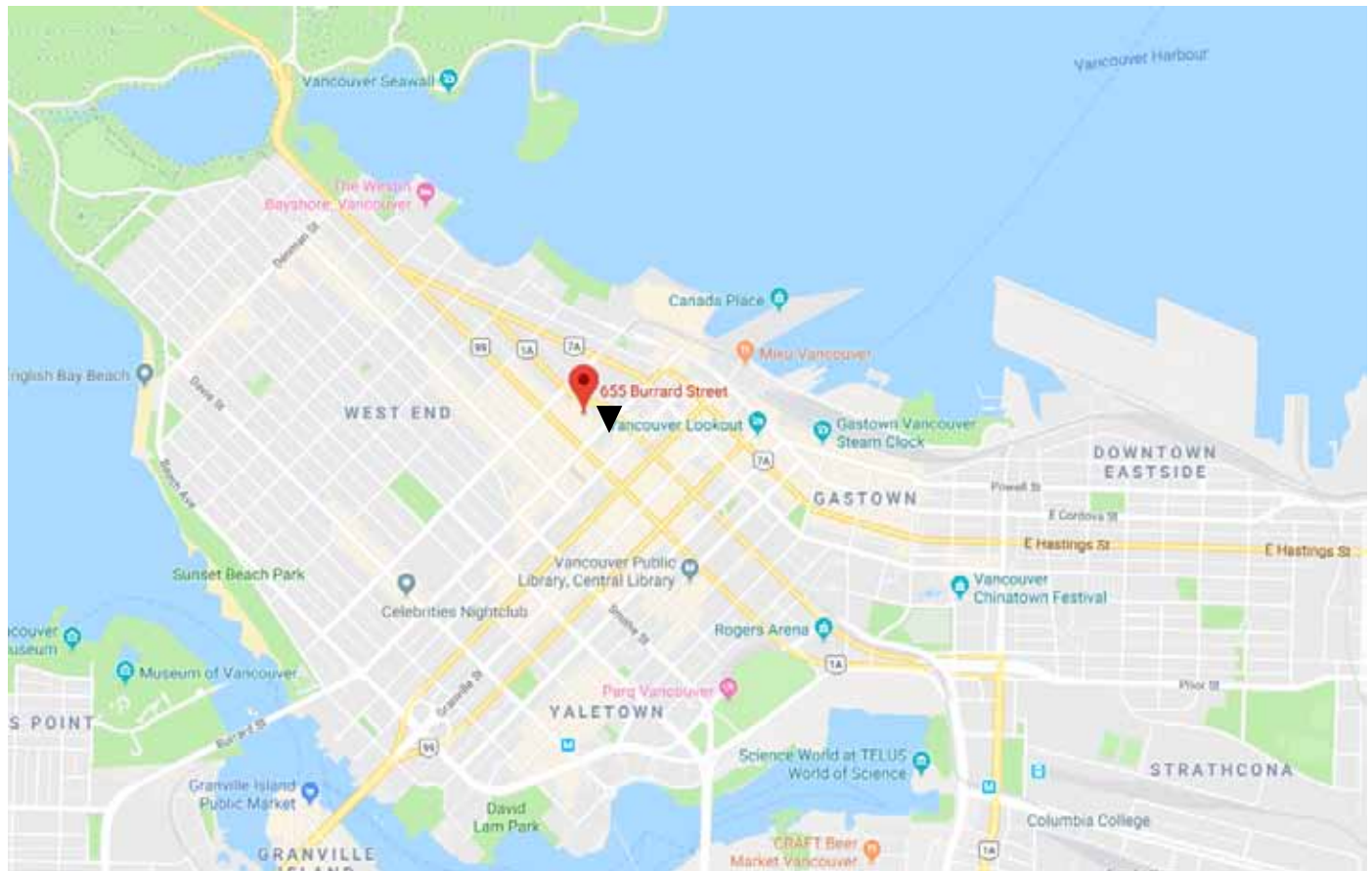
CARD NO.


EXPIRY DATE

NAME OF CARDHOLDER

SIGNATURE

- ECEBC has a pre-authorized monthly payment option. Download a form at our website at www.ecebc.ca.
- Visit the ECEBC website to purchase or renew your membership online at <https://register.ecebc.ca/login>
- OR email snvgren@ecebc.ca
- OR return this form to: Early Childhood Educators of BC, 309-515 West Pender Street, Vancouver, BC V6B 1V5
Fax: 604-709-6077



 **Hyatt Regency**
655 Burrard Street
Vancouver, BC

 Burrard Skytrain


Get updates on social media:
#ECEBC2019
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#CanadaECE2019



ECEBC | early childhood
educators of BC

***ECEBC gratefully acknowledges the Conference Planning Committee for their many hours of hard work.
This conference couldn't happen without them!***

ECEBC 2019 CONFERENCE PLANNING COMMITTEE

Don Geisbrecht, Charlene Gray, Carla Hees, Christine Buttkus,
Emily Gawlick, Sonia Tavares, Robin MacMillan, Claire MacLaughlin, Taya Whitehead

Instructor Stream: Taya Whitehead, Veronica Pacini-Kechabaw, Kathleen Kummen,
Gyda Chud, Laura Fowler Massie, Laurie Tulloch

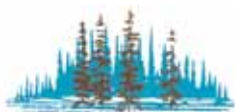
LEADERSHIP PLANNING COMMITTEE

Annemarie Charker, Glenda Burrows, Carla Hees, Charlene Gray, Courtney DeJong, Dawn Way, Emily Gawlick, Friday Bailey,
Karima Rehman, Leola McMillan, Lynne Reside, MaryAnn Farebrother, Natalie Lucas, Negar Khodarahmi, Patrica McClelland,
Randi Ball, Sarah McCarthy, Sharon Nazaroff, Sylvie Fersche



Get updates on social media: #ECEBC2019 #CanadaECE #CanadaECE2019

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Ministry of Education for supporting
StrongStart BC facilitator participation

ECEBC advances early childhood education and educators in the province of British Columbia. We provide opportunities for leadership and growth; we also strive to inform the broader community about our work. Change is inevitable and at ECEBC we are committed to be standing strong together to raise the awareness and demonstrate the importance of our work at the provincial level.