

**The 2007 C.E.I.E.C International Conference is sponsored by the following organisations**



**THE CRESWICK  
FOUNDATION**



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**LINED PAGES FOR NOTES HAVE BEEN PROVIDED THROUGOUT THIS BOOKLET  
FOR YOUR CONVENIENCE**

## Honoring the child, honoring equity 7: Transforming Connections - Local & Global Possibilities

### Conference aims, hopes and themes

This conference invites early childhood educators, carers, policy-makers and researchers to reflect on how their work is changing. Do these changes open new possibilities to create fair and meaningful relationships with children and their families ... or do they close them down? Do they create new places and spaces for equity and children's rights, or do they make such work harder?

This conference invites you to explore the place of children's rights, human rights and equity throughout the early childhood and children's services field – in pedagogies, practices, programs, policies, theories and research. Share stories of hope, challenge and /or change. Inspire and be inspired. Challenge and be challenged to make a difference through your work in the field. We invite seminars, colloquia, papers, workshops, learning circles and posters that explore questions such as:

- What troubles us and what should we trouble to honor children's rights and honor equity?
- How can/do we act as change agents in our local contexts to make a difference?
- What are the limits and the possibilities in working for equity in diverse cultural contexts?
- What do we need to rethink and/or do differently to construct safer and fairer lives for all children?
- How do we/should work with cultural dissensions and tensions?
- How can we know the world differently in order to transform it?

Conference presenters are as diverse as the people who attend the conference. In 2006 nearly 50% of the presenters were researchers and nearly 50% were practitioners who had very diverse roles in the field. Some presenters are experienced presenters and some presenters every year are presenting for the first time. Each year we have presenters from diverse countries and cultures and we welcome this diversity.

Honoring the child, honoring equity conferences are attended by people who have diverse roles in children's lives – researchers, teachers, carers, policy-makers, students, tertiary teachers, resource workers, government and non-government organisations, parents, activists and advocates. Each year we have local, interstate and international delegates. This diversity makes for a lively and interesting conference.

### Publishing your paper

The CEIEC (conference host) publishes a fully-refereed international on-line journal – the International Journal for Equity and Innovation in Early Childhood (IJEIEC). Australian presenters should note that the journal is DEST recognized as a research journal. We encourage you to consider publishing your paper via IJEIEC to share your work with an international audience beyond the conference. For submission details visit the CEIEC website or email [ceiec-education@unimelb.edu.au](mailto:ceiec-education@unimelb.edu.au)

**Conference Participants**

**Countries represented at the 2007 Honoring the Child, Honoring Equity 7 Conference**



**Denmark**



**India**



**Ireland**



**Kenya**



**New Zealand**



**Norway**



**China**



**Thailand**



**United Kingdom**



**United States of  
America**

## Conference Programme Summary

| PROGRAM | Thursday, 15 November  | PROGRAM | Friday, 16 November  | PROGRAM        | Saturday, 17 November   |
|---------|--|---------|--|----------------|---|
| 5.00pm  | <b>Registration Opens</b>  | 8.30am  | Registration opens   | <b>9.30 am</b> | <b>Keynote 4</b><br>Paul Connolly<br><i>"The Power of Early Childhood Initiatives in Conflict-Affected Societies"</i>   |
| 5.30pm  | Champagne & finger food  | 9.00am  | <b>Keynote Address 2</b><br>Gloria Swindler Boutte<br><i>"Beyond the Illusion of Diversity: Imagining Infinite Possibilities of Humanity and Creating and Sustaining Legacies of Love"</i> |                |   |
| 6.00pm  | Welcome by Wurrundjeri Elder & opening remarks   |         |  | 10.00am        | Morning tea   |
| 7.00pm  | <b>Keynote Address 1</b><br>Chris Sarra<br><i>"Transforming Aboriginal Identity through Transforming Mindsets"</i> | 10.00am | Morning tea  | 10.30am        | <b>Session 1</b>  |
| 8.00pm  | Evening concludes  | 10.30am | <b>Session 1</b>   | 11.30pm        | <b>Session 2</b>  |
|         |  | 11.30am | <b>Session 2</b>   | 1.00pm         | Lunch   |
|         |  | 1.00pm  | Lunch  | 2.00pm         | <b>Session 3</b>  |
|         |  | 2.00pm  | <b>Keynote 3</b><br>Sue Atkinson<br><i>"The Early Childhood Professional As Learner"</i>   | 3.00pm         | <b>Session 4</b>  |
|         |  |         |  | 4.30pm         | Afternoon tea   |
|         |  | 3.00pm  | <b>Session 3</b>   | 5.00pm         | <b>Keynote 5</b><br>Beth Blue Swadener<br><i>"Children's Rights, Voices and Allies: Stories from Kenya and the USA"</i> |
|         |  | 4.00pm  | Afternoon Tea  |                |   |
|         |  | 4.30pm  | <b>Session 4</b>   | 6.00pm         | Closing session   |
|         |  | 6.30pm  | <b>Conference Dinner</b>   |                |   |

## Useful Information

### Getting to the Conference Venue from the Airport

The University of Melbourne and Carlton are approximately 30 minutes from Melbourne International Airport along the Tullamarine Freeway (a toll applies via the most direct route). The easiest way to get to the city is via the Skybus from the airport, which costs around A\$15 per person. SkyBus offers a shuttle bus service from the airport to Melbourne CBD and city hotels, which operates 24 hours, 7 days a week and departs every half hour. For more information Skybus can be contacted on (61 3) 9670 7992 or by visiting [www.skybus.com.au](http://www.skybus.com.au). A Tram or Taxi could then deliver you to Parkville campus of The University of Melbourne, bounded by Swanston Street, Grattan Street and Royal Parade. Alternatively, there is a Taxi Rank at the Airport. Fares to the CBD are approximately A\$40. A taxi from Spencer Street (CBD bus depot) will cost approximately A\$10.

### Getting Around Melbourne by Public Transport

All Swanston Street trams heading north from the central business district stop outside Melbourne University, right outside the Sidney Myer Asia Centre and trams heading south towards the CBD along Swanston street will take you back to the city centre. Taxis are frequently available to the CBD (7 minutes at peak times), Southbank (around 10 mins) and St Kilda (25 mins). Further (multilingual) public transport information can be found at [www.victrip.com.au](http://www.victrip.com.au).

### Telephones

A pay phone is located for public use in Tin Alley (Gate 1 entrance) close to the Conference venue. Calls from public telephones in Australia cost 50c. Most public telephones now use pre-paid phone cards. These can be purchased in post offices and newsagents in denominations from A\$5 to A\$50. They can be used for local, interstate and international calls.

### Entertainment Guides

The following online entertainment directories are available:

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

VicNet [www.vicnet.net.au/ent](http://www.vicnet.net.au/ent)

Tourism Victoria: [www.visitvictoria.com](http://www.visitvictoria.com)

### Registration Desk

The registration desk will be open for the duration of the Conference in the Elizabeth Murdoch West Wing foyer. Messages for participants can be left here. Please check at the desk regularly as announcements will not be made for messages.

### Parking

There are several parking options available for the conference.

Grattan Street - University Square: Limited parking is available. Parking rates are \$2.50 per hour or \$7 per day with a flat rate of \$2 after 4pm. Payment is made using the automated ticketing machine on Level 1A of the car park. The car park is open from 7am until 11 pm Monday to Friday.

Parking is also available at the Royal Melbourne Hospital (Cnr. Royal Parade and Grattan Street) and Royal Women's Hospital (Cnr Grattan and Cardigan Streets). Four hour meter parking is available near the venue.

All day meter parking is available further down Royal Parade, toward College Crescent. Bicycle parking is available outside the new Law Building and also in the University Square Car Park on Level 1A near the lifts. Anyone wishing to park their bicycle in the car park should use the lift to access level 1A. For more information contact the Parking Office on (03) 8344 7113.

### Luggage

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

### Taxi Cabs

|                          |         |
|--------------------------|---------|
| Arrow Taxis              | 13-2211 |
| Silver Top Taxi Services | 13-1008 |
| 13CABS                   | 13-2227 |
| Embassy Taxis            | 13-1755 |
| ABC Taxis                | 13-2522 |
| Legion Cabs              | 12-1451 |
| Premier Cabs             | 12-1017 |
| RSL Taxis                | 13-2211 |
| Yellow Cabs              | 13-1924 |

If the rooftop sign on the taxi is illuminated, then it is available to take your fare. The orange light on the sign means that the taxi driver is on duty and is busy with a fare. No lights at all (orange or illuminated sign), more than likely means that the driver is off duty. Pickup point can be given as "Melbourne University Main Gate on Swanston Street"

### Tipping & Gratuities

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

## **Banks, Post Offices & ATM Machines**

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

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

## **Climate**

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

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

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

## **Clothing**

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

## **Credit Cards & Travellers Checks**

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

## **Currency & Exchange**

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

Exchange is located at Level 1/233 Collins Street in the City (Mon – Fri 9-5 and Sat 10-1)

## **Customs**

Strict laws prohibit or restrict the entry of drugs, steroids, firearms, protected wildlife and associated products. All animals, animal products, food stuffs, plants, and plant products must be declared. There is no limit on the amount of Australian and/or foreign cash that may be brought into or taken out of Australia. However, amounts over A\$5,000, or equivalent must be reported.

Travellers 18 years and over may bring 1 liter of alcohol and 250 cigarettes or 250 grams of tobacco duty free. There is a duty free allowance of A\$400 per person 18 years and over, or \$A200 per person under 18 years. Short term visitors may bring most articles into the country duty free, provided Customs is satisfied that they are for their own personal use.

## **Electricity**

The electrical current in Australia is 240/250 volts, AC 50Hz. The Australian three pin power outlet is different from that in North America so you will need an adapter socket. If your appliances are not 240/250 volts you will need a voltage converter. Universal outlets for 240V or 11 OV appliances are usually found in leading hotels.

## **Medical**

Visitors can bring reasonable quantities of prescribed medications into Australia. All should be clearly labelled and identifiable. For large quantities, bring a doctor's certificate to produce to Customs if necessary. Chemists (Pharmacists) can fill most prescriptions but some may need to be reissued by an Australian registered doctor. In the event of illness, your hotel should be able to call a doctor or refer you to one, or you can call your country's High Commission, Embassy or Consulate-General for a list of doctors. US and Canadian visitors are not covered by Australia's national health insurance scheme. It is recommended that you travel with adequate travel insurance.

## **Quarantine**

Importation of fresh or packaged food, fruit, eggs and egg products, vegetables, seeds, cultures, plants and plant products is strictly controlled. There is up to 6 months quarantine for pets and other domestic animals. Anyone carrying any of these items on arrival in Australia must tick the appropriate box on the Customs, Quarantine and Wildlife statement. This is handed to you before arrival and must be presented with your passport upon arrival.

## **Time Zones**

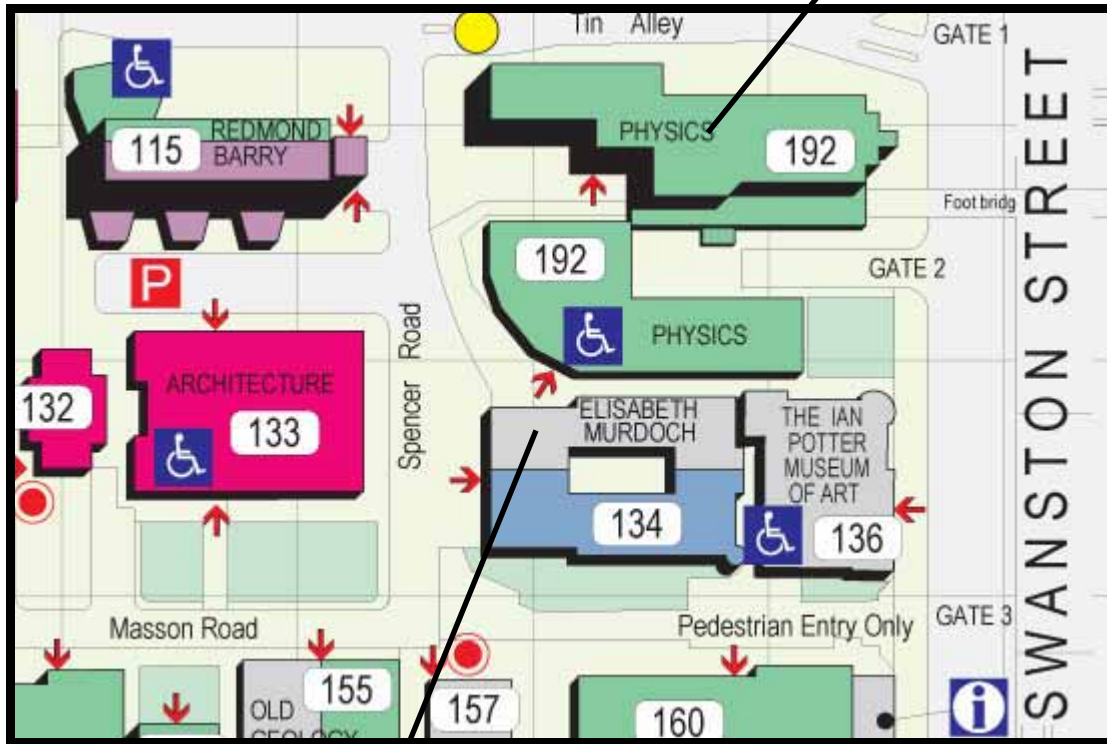
There are three time zones in Australia Eastern Standard Time (EST) which operates in New South Wales, Australian Capital Territory, Victoria, Tasmania and Queensland; Central Standard Time (CST) in South Australia and Northern Territory; and Western Standard Time (WST) in Western Australia. CST is one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



## How to get to the Elizabeth Murdoch Building

CEIEC Office, Opening Ceremony, Elizabeth Murdoch Theatre A, Elizabeth Murdoch Seminar Rooms

Physics Podium



CEIEC Office; Entrance to opening ceremony courtyard; Elizabeth Murdoch Theatre A and rooms

MELBOURNE CITY CENTRE (~1km)

## How to get to the Alice Hoy Building

Alice Hoy Seminar Rooms



**The University of Melbourne Main Gate (Gate 4) – Directly opposite the University of Melbourne Tram Stop**

**Alice Hoy Building (Alice Hoy Seminar Rooms)**

**MELBOURNE CITY CENTRE (~1km)**

## Keynote Speaker Profiles



**Sue Atkinson, University of Melbourne, Australia**

<http://www.yarnstrongsista.com/>

### **Title of Keynote Presentation**

*The Victorian Indigenous Elders as Teachers*

### **Bio**

Sue Atkinson Lopez is an Indigenous Australian ( Yorta Yorta) whose traditional homelands are in the North East of Victoria. Sue believes that she was the first Indigenous Victorian to graduate as a kindergarten teacher. Sue has worked across the education sector from the kindergarten to Higher Education sectors with Indigenous and non-Indigenous students for 30 yrs. Sue is currently a PhD candidate at The University of Melbourne researching "Indigenous Self- determination and early childhood education and care in Victoria '

### **Keynote Abstract**

In my study "Indigenous Self Determination and Early Childhood Education and Care in Victoria" the voices of the local Indigenous Elders were positioned as central in addressing the ongoing effects of colonisation in the early childhood sector. Within early childhood spaces the Indigenous Elders role in the construction/deconstruction and maintenance of a decolonised Indigenous identity was highlighted in the data gathered via in depth interviews with the Indigenous early childhood community. This paper explores the Elders role in identifying alternative histories, cultural continuities and knowledge that have the means to disrupt colonial discourses of Aboriginality and colonial and non Indigenous early childhood spaces.



**Chris Sarra - Institute for Indigenous Leadership in Education & Development, Queensland, Australia**

<http://www.strongersmarter.eq.edu.au/index.html>

### **Title of Keynote Presentation**

*Transforming Aboriginal Identity through Transforming Mindsets*

### **Bio**

Director of the new Indigenous Education Leadership Institute. Dr Sarra is well known as the former principal of Cherbourg State School whose students made significant literacy and numeracy improvements while absenteeism dropped by 94% during his tenure. Dr Sarra, 2004 Queenslander of the year, holds a Master of Education in School Guidance and Counselling from QUT and is now Director of the new Indigenous Education Leadership Institute. In 2003 he won the Australian of the Year, Regional Local Hero Award for Queensland, and was named in the Bulletin's Smartest 100 people in Australia, which saw him recognised as one of the top 10 educators in the country. In 2004 he was named the Suncorp Metway 'Queenslander of the Year', and was also presented with a 'Deadly' Award for his contribution to Indigenous Education. Also in 2004 he received the QUT Faculty of Education Alumnus Award, and the Vice Chancellor's Outstanding Alumnus Award. " Quote taken from Grant's website.

### **Keynote Abstract**

In his address Dr Sarra will comment on the role that schools and teachers can play in transforming the lives and identity of Aboriginal children so they can actively engage in the pursuit of stronger smarter educational outcomes. Dr Sarra will identify specific beliefs and attitudes that must be challenged if the rhetoric about improving outcomes for Indigenous children is to approach reality. In this address Dr Sarra will not theorise about things that might work, but rather, reflect on his time as a leading educational practitioner, a researcher, and as an Aboriginal man, to provide some specific insights into how he transformed identity and mindsets of teachers and Aboriginal children to result in a 94% reduction in unexplained absenteeism within 18 months; a 93% real attendance rate at school; improved student literacy and numeracy performance; and dramatically improved student self esteem.



**Beth Blue Swadener, Arizona State University, Phoenix, Arizona U.S.A**

<http://coe.asu.edu/swadener>

### **Title of Keynote Presentation**

*Children's Rights, Voices and Allies: Stories from Kenya and the USA*

### **Bio**

Beth Blue Swadener is professor and chairperson of Early Childhood Education and Professor of Policy Studies at Arizona State University. Her research focuses on social policy, professional development, dual language programs, and child and family issues in Africa. She has published eight books, including *Does the Village Still Raise the Child?: A Collaborative Study of Changing Childrearing and Early Education in Kenya*, *Decolonizing Research in Cross-Cultural Context* and *Power and Voice in Research with Children* and numerous articles and chapters. She is also active in a number of social justice and child advocacy projects including founding the Jirani Project, supporting AIDS orphans and street children, in Kenya.

### **Keynote Abstract**

The impacts of global capitalism and neoliberal policies on domestic infrastructures have been extensively analyzed in terms of economic policies and practices in cross-national contexts (Kushnick & Jennings, 1999; Stiglitz, 2002; Wolfe & Vandell, 2002), but the existential impact on children and youth in terms of their daily lives has not been adequately articulated. As economic and political oppression threaten the development of children and their rights to a healthy childhood, the issue of children's rights becomes fundamental for any transformative educational discourse (c.f. Amnesty International, 1998; Polakow, 2000; Soto & Swadener). This presentation draws from work in Kenya, Greece, and the U.S., focusing on children's rights, voices, and allies working for policies and practices that enhance children's well being and efficacy. Issues ranging from experiences of the girls in traditional cultures and street children in Kenya to Rom children in Greece and impacts of welfare reform and zero tolerance policies in the U.S. will be addressed, through a discussion of questions that are both philosophical and existential: children's rights juxtaposed against the social, political, and educational responsibilities of the state and the international community, including the following:

- What does it mean to reframe social policy in terms of children's rights?
- What are the impacts of neo-liberal/conservative policies and corporate globalization on the lives of children and families?
- How do children experience and perceive social exclusion and poverty, as well as inclusionary practices and access to services?
- What developmental damage is incurred by the violence of poverty and the socially toxic environments to which so many children and youth are relegated?
- How do children's political socialization and sense of agency and altruism assist them in navigating increasingly difficult circumstances?
- What are the impacts of HIV/AIDS, homelessness, and social exclusion on children and their families?
- What can we learn from the narratives of children at the margins of society in neo-liberal, post-welfare, and increasingly violent times?



**Gloria Swindler Boutte, Benedict College of Education, Columbia South, Carolina U.S.A**

[http://www.benedict.edu/divisions/comdev/ceeeas/bc\\_ceeeas.html](http://www.benedict.edu/divisions/comdev/ceeeas/bc_ceeeas.html)

**Title of Keynote Presentation**

*Beyond the Illusion of Diversity: Imagining Infinite Possibilities of Humanity and Creating and Sustaining Legacies of Love*

**Bio**

Dr. Gloria Swindler Boutte is an Associate Professor of Education at the University of South Carolina in Columbia, South Carolina. She is the author of *Multicultural Education: Raising Consciousness and Resounding Voices: School Experiences of People from Diverse Ethnic Backgrounds*. She has also authored numerous other publications related to diversity. She has presented nationally and internationally on diversity and curriculum issues and enjoys working with teachers and schools. She is also the founder of the Center of Excellence for the Education and Equity of African American Students at Benedict College in Columbia, South Carolina.

**Keynote Abstract**

"The arc of the moral universe is long, but it bends toward justice"  
---Martin Luther King, Jr.

This presentation calls Early Childhood Educators to action to develop legacies and themes which allow us to work across gender, ethnic, religious, socioeconomic, cultural, and other differences. It explores what we as educators and world citizens can do to ensure that the arc of the moral universe continues to bend toward justice. It summons educators to collectively envision and use pedagogies that can potentially positively change the world beyond even what our currently worldviews permit us to imagine.

Presenting examples from the micro to the macro level, this session questions, "Can we candidly talk about issues and 'four-letter words' like 'race,' 'social class,' 'hate,' and 'love'? Why should we talk about these issues? What should we say? Which pedagogical approaches should be used? How do we use them? How do we create a more inclusive rather than exclusive social order?

Several illusions regarding appreciation of diversity in Early Childhood classrooms will be explored. We will also consider ways Early Childhood instruction and curricula can deepen children's understanding of social justice. We will reflect on who we are as educators and what legacies we are leaving and want to leave.



**Paul Connolly, Queens University, Belfast, Ireland**

<http://www.paulconnolly.net/index.htm>

### **Title of Keynote Presentation**

*The Power of Early Childhood Initiatives in Conflict-Affected Societies*

### **Bio**

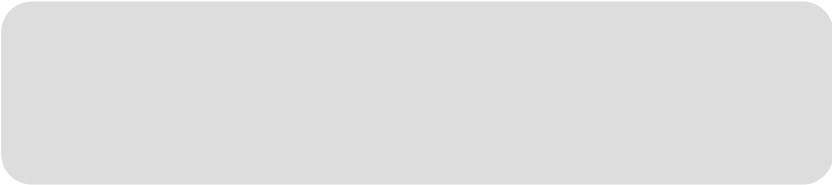
Professor Connolly is a Director of Research with responsibility for the Education in Divided Societies Research Cluster. He is also the Director of NFER at Queen's centre for Educational Research. He is a member of the editorial boards for the British Journal of Educational Studies; British Journal of Sociology of Education; Education, Citizenship and Social Justice; and Race, Ethnicity and Education. In addition, he is a member of the Executive Committee of the Society for Educational Studies. Professor Connolly teaches on the EdD and MSc courses. His research interest fall into two main areas:

- Diversity and Inclusion in the Early Years, particularly in the ways in which gender, social class and race/ethnicity impact upon young children's experiences and perspectives and come to shape their attitudes towards education and learning
- Statistics and quantitative methods in educational research, in particular issues concerning the role and uses of quantitative methods in educational research as well as their practical application (including routine and more advanced, multivariate methods) in the study of inequalities in education.

For full details of Prof. Connolly's research, including a comprehensive list of publications please go to [www.paulconnolly.net](http://www.paulconnolly.net)

### **Keynote Abstract**

In this presentation, Paul Connolly will argue that early childhood programmes have the potential to make an important contribution to peace building in societies emerging out of armed conflict. Using the Media Initiative for Children – Northern Ireland as an example, Paul will show just how powerful early childhood programmes can be in promoting reconciliation and respect for diversity not just among young children but also among parents and local communities. Within this, Paul will identify some of the key lessons learnt from the development and delivery of the Media Initiative including: the need to adopt a children's rights approach; the need to engage meaningfully with parents and local communities; and the importance of research and evaluation. Paul will stress the significance of these key lessons by drawing upon other examples of successful early childhood programmes in conflict-affected areas including: Albania, Chad, Colombia and Nepal. He will conclude by describing the work of the International Working Group on Peace Building with Young Children and how it is attempting to build global linkages between early childhood professionals working in regions affected by conflict.



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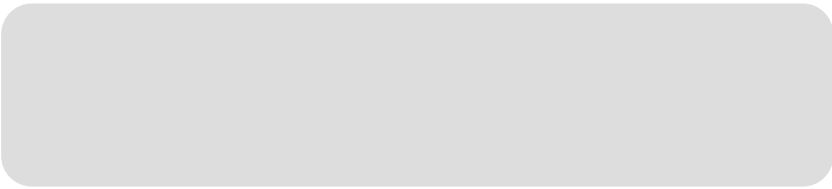
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| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            | 31 |    |    |    |    |    |

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## Conference Schedule & List of Speakers

### Conference Session Thursday

#### Keynote Address 1

|                                |  |
|--------------------------------|--|
| Thursday 7.00pm                | Keynote Address 1  |
| Elizabeth Murdoch<br>Theatre A | Chris Sarra, Institute for Indigenous Leadership in Education & Development, Queensland<br><i>Transforming Aboriginal Identity through Transforming Mindsets</i> |

## Conference Session Friday

### Keynote Address 2

|                                    |   |
|------------------------------------|---|
| <b>Friday 9.00am – 10.00am</b>     | <b>Keynote Address 2</b>  |
| <b>Elizabeth Murdoch Theatre A</b> | <b>Gloria Swindler Boutte, University of South Carolina</b><br><i>Beyond the Illusion of Diversity: Imagining Infinite Possibilities of Humanity &amp; Creating &amp; Sustaining Legacies of Love</i> |

### Concurrent Session 1 (60 minutes) Friday 10.30am – 11.30 am

| <b>Elizabeth Murdoch 110</b>   | <b>Elizabeth Murdoch 148</b>   | <b>Elizabeth Murdoch 150</b>  | <b>Physics Podium 210</b>   | <b>Physics Podium 211</b>  | <b>AH225<br/>(Workshop 10.30am – 12.00pm)</b>  |
|--|--|---|---|--|--|
| Heike Deckert-Peaceman,<br>Pädagogische Hochschule<br>Ludwigsburg<br><i>"The Universal Child". Critical Reflections On The Global Tendency Toward Documentation of Learning Processes In Early Childhood</i> | Natalie Jones, Janice Deans & Victoria Ryle, University of Melbourne Early Learning Centre<br><i>'Peace On The Farm'</i> | Olive Knight, Coordinator Kurungal Council Inc. Liz Thomas Lecturer Childrens Services ASL2 Team Leader, Community Services TAFEWA, Broome & Vicki Hynam and Heather Lawrence Co- Coordinators Children Carer and Country Project<br><i>Transforming Possibilities and Connections through shared understandings of culture, language and identity.</i><br><i>Learning and growing respectfully together: children, carer and country</i> | Jo Brownlee, Donna Berthelsen, Gillian Boulton-Lewis, & Steph Dunbar, Queensland University of Technology<br><i>Exploring Beliefs About Learning &amp; Knowledge of Students In Child Care Training Programs: Beliefs About Children's Learning &amp; Personal Epistemology</i> | Jane Page, CEIEC, The University of Melbourne<br><i>Rethinking citizenship from the perspectives of four and five year old children's experiences of being happy</i> | Karina Davis, Kate Alexander & Patrick Hughes, CEIEC, The University of Melbourne<br><i>Issues in doing eResearch in early childhood</i> |

## Conference Session Friday

### Concurrent Session 2(60 minutes) Friday 11.30am – 12.30pm

| Elizabeth Murdoch 110  | Elizabeth Murdoch 148   | Elizabeth Murdoch 150   | Physics Podium 210  | Physics Podium 211   | Alice Hoy 210  | Alice Hoy 325<br>Workshop Friday<br>10.30am – 12.00pm   |
|--|---|---|---|--|--|---|
| Elga Andriana, Monash University<br><i>The Art Tent: Restorative Play For Children At Risk</i> | Philip Gammage, The University of South Australia<br><i>Education &amp; The Economy: A National &amp; Local Concern</i> | Sally Barnes, University of South Australia<br><i>Practicum For The 'Post-Historical' Kindergarten: Where To Now?</i> | Karen Noble, University of Southern Queensland<br><i>Reconceptualising University-Based Community Child &amp; Family Programs</i> | Marit Boe, Telemark University, Oslo University College<br><i>Action Research - The Pre-School Teacher As A 'Change-Agent'</i> | Carol Aubrey, University of Warwick; Professor Helen Penn, University of East London; Professor Nithi Muthukrishna & Dr Hasina Ebrahim, University of Kwazulu-Natal; Dr Sarah Dahl, University of Warwick<br><i>Mapping Knowledge Transfer In Early Childhood Care &amp; Education For Poor Communities In</i> | <b>Featured Workshop</b><br>Paul Connolly, Queens University, Belfast<br><i>Race, Gender and Critical Reflexivity in Research with Young Children</i> |

### Keynote Address 3

| Friday 2.00pm-3.00pm        | Keynote Address 3   |
|-----------------------------|---|
| Elizabeth Murdoch Theatre A | Sue Atkinson, University of Melbourne<br><i>The Victorian Indigenous Elders as Teachers</i> |

## Conference Session Friday

### Concurrent Session 3(60 minutes) Friday 3.00pm – 4.00pm

| Elizabeth Murdoch 110   | Elizabeth Murdoch 150   | Elizabeth Murdoch 148   | Alice Hoy 210  | Alice Hoy 225   | Physics Podium 210  | Physics Podium 211   |
|---|---|---|--|---|---|--|
| George Lee Johnson, Jacksonville State University<br><i>No One Can Make You Feel Inferior Without Your Support? Examining Systems of Inequity In Classrooms &amp; Schools</i> | Ruffina David, The University of Melbourne<br><i>Teachers' Role In Social Inclusion of Students With Disabilities In Regular Primary Classrooms</i> | Ted Brown & Rachael Macdonald, Monash University – Peninsula Campus<br><i>Moving The Assessment Approach of Children Forwards: The Time For A Paradigm Shift Is Now</i> | Kate Alexander, Margaret Coady, Jane Page & Shari Stewart, CEIEC, The University of Melbourne<br><i>Ethical tensions in honouring voices through respectful practices. Reflections from research</i> | Margaret Creeper , South Australian Department of Education & Children's Services; Jeanette Conroy, Northern Country District; Lavenia Dadleh & Phyllis Campbell, Whyalla Stuart Early Childhood Centre<br><i>Being 3, Being Literate</i> | Aysegul Ciyer, Arizona State University<br><i>Developing Policies For Inclusive Education In Turkey: A Study of The Role of UNESCO &amp; Local Educators.</i> | Patrick Hughes & Professor Glenda MacNaughton, CEIEC, The Univ. of Melbourne<br><i>Space, time and regulation: the politics of everyday staff-parent relationships</i> |

### Concurrent Session 4 (60 minutes) Friday 4.30pm – 5.30pm

| Elizabeth Murdoch 110  | Elizabeth Murdoch 148   | Elizabeth Murdoch 150  | Physics Podium 210   | Physics Podium 211   | Alice Hoy 210  | Alice Hoy 325  |
|--|---|--|--|--|--|--|
| Lyn Fasoli, Batchelor Institute of Indigenous Tertiary Education<br><i>Indigenous Perspectives On Play In Two Remote Communities</i> | Jane Frances, Changing Faces (UK Registered Charity)<br><i>Defence, Dissimulation, &amp; Candour When Disfigurement Interrupts Social Fluency</i> | Miriam Giugni, The University of Melbourne<br><i>Cups and spoons and hierarchies: Diversity and identities in children's everyday lives in early childhood</i> | Kylie Harris & Sally Barnes, University of South Australia<br><i>Male Teacher, Female Teacher: Young Children's Perspectives of Teacher's Roles In Kindergartens</i> | City of Port Phillip<br><i>Citizenship for children in action: stories from the City of Port Phillip</i> | Anshu Singh, Allahabad Agricultural Institute - Deemed University<br><i>Effect of Preschool Education on Intelligence and social maturity of children: An approach for equity in diversity</i> | Deborah Mitchell, University of Melbourne<br><i>The effect of early literacy policy and practice on equal opportunity in the labour market</i> |

## Conference Session Saturday

### Keynote Address 4

|                                    |  |
|------------------------------------|--|
| <b>Saturday 9.30am–10.30am</b>     | <b>Keynote Address 4</b>   |
| <b>Elizabeth Murdoch Theatre A</b> | <b>Paul Connolly, Queens University, Belfast</b><br><i>The Power of Early Childhood Initiatives in Conflict-Affected Societies</i> |

### Concurrent Session 1 (60 minutes) Saturday 11.00am – 12.00pm

| <b>Alice Hoy 210</b>   | <b>Alice Hoy 225</b>  | <b>Elizabeth Murdoch 110</b>   | <b>Elizabeth Murdoch 148</b>   | <b>Elizabeth Murdoch 150</b>   | <b>Physics Podium 210</b>  | <b>Alice Hoy 325<br/>Workshop Saturday<br/>10.30am – 1.00pm</b>  |
|--|---|--|--|--|--|--|
| Ronnaug Sorensen & Nina Rossholt, Vestfold University College , Faculty of Education<br><i>Do Colours Have Gender? Doing Bourdieu In Preschool</i> | Affrica Taylor & Carmel Richardson, University of Canberra<br><i>The Power of Objects</i> | Sue Rewell & Rhonda Mundy, Kalparrin Early Childhood Intervention Centre<br><i>A Partnership To Honour Children of All Abilities</i> | Robert Imre, University of Notre Dame<br><i>Children, Citizenship &amp; Equity: What Are We Talking About?</i> | Karen Noble & Leisa Holzheimer, University of Southern Queensland<br><i>I Think I Am, Therefore I Am: Development of Professional Identity In Undergraduate Program Reconceptualisation Through Academic Collaboration</i> | Bob Perry, Sue Dockett, Samia Michail & Emma Kearney, Charles Sturt University<br><i>Families With Complex Support Needs &amp; The Transition To School.</i> | <b>Featured Workshop</b><br>Beth Blue Swadener, Arizona State University, Phoenix, Arizona<br><i>"Unlearning Oppression, Strengthening Alliances with Children and Families"</i> |

## Conference Session Saturday

### Concurrent Session 2 (60 minutes) Saturday 12.00pm – 1.00pm

| Elizabeth Murdoch 110  | Elizabeth Murdoch 148   | Elizabeth Murdoch 150   | Physics Podium 210  | Physics Podium 211   | Alice Hoy 225  |
|--|---|---|---|--|--|
| Kate Alexander, CEIEC, The University of Melbourne<br><i>Young children and gender binaries: Exploring gender-neutral characters</i> | Lucinda Kramer, National University, Costa Mesa<br><i>Reframing Differences: Strategies For Respectful, Reciprocal &amp; Responsive Interactions With Diverse Children &amp; Families</i> | Irma Lachmund, Bilingual Families<br><i>Aussieplus - Opportunities For Children With More Than One Language – Sharing The Experiences of Bilingual Families Perth</i> | Kyriaki (Kiki) Messiou, University of Hull<br><i>Building Stronger Relationships With Children Through Research</i> | Berenice Nyland, Professor Chris Nyland, & Associate Professor Xiaodong Zeng, RMIT University<br><i>Early Childhood Education &amp; Care: of Rights &amp; Human Capital Theory</i> | Christine Woodrow, Jen Skattebol, Carol Nagel & Nicole Tytherleigh, University of Western Sydney<br><i>Collaborative Practitioner Inquiries: Constraints &amp; Possibilities</i> |

### Concurrent Session 3 (60 minutes) Saturday 2.00pm – 3.00pm

| Elizabeth Murdoch 110   | Elizabeth Murdoch 148   | Elizabeth Murdoch 150   | Physics Podium 210   | Physics Podium 211   |
|---|---|---|--|--|
| Zsuzsa Millei, University of Notre Dame / Murdoch University<br><i>Theorizing Citizenship &amp; Participation: Are Democratic Practices So Equitable?</i> | Prasanna Srinivasan, The University of Melbourne<br><i>The Inclusion of Linguistic Diversity in early childhood settings.</i> | Peggy Tan, Monash University<br><i>Evolution of Childcare Policies In Australia &amp; New Zealand</i> | Affrica Taylor, University of Canberra<br><i>Little Miss Sunshine &amp; The Trouble With Childhood Innocence</i> | Bob Perry, Emma Kearney & Sue Dockett, Charles Sturt University<br><i>I Just Want The Best For Her: A Mother's Strengths &amp; Concerns As Her Child Starts (Or Doesn't Start) School.</i> |



## Conference Session Saturday

### Concurrent Session 4 (60 minutes) Saturday 3.00pm – 4.00pm

| Elizabeth Murdoch 110   | Elizabeth Murdoch 148   | Elizabeth Murdoch 150   | Physics Podium 210   | Physics Podium 211   | Alice Hoy 210   |
|---|---|---|--|--|---|
| Nina Rossholt, Vestfold University College – Faculty of Education<br><i>Honouring The Child - The Body As A Site of Knowledge In Preschool.</i> | Louise Phillips & Penny Lowe-Brown, Queensland University of Technology<br><i>Transformative Storytelling</i> | Corine Rivalland, Monash University - Peninsula Campus<br><i>Transition Times As Spaces of Cultural Negotiation Or Conflict In Childcare: A Sociocultural/Poststructural Analysis</i> | Sharon Saitta, Yasmine Slater, Sam Parsons, Chutatip Hadkham, Joceline Tan, Donna Taranto, Indra Karunatilake & Kylie Smith, Swanston Street Children's Centre<br><i>Risky business at Swanston Street Children's Centre - continuing the adventure of questioning the Regimes of Truth in the Australian Quality Assurance and Accreditation System</i> | Berenice Nyland & Ly Tran, RMIT University<br><i>Childcare In China: The Role of Grandparents In The New Economy</i> | Olive Knight, Coordinator Kurungal Council Inc Wangkajungka Community. Fitzroy Valley and Heather Lawrence, Power With TFP. and Co-Coordinator Children Carer and Country Project.<br><i>Bigger Picture Thinking for community hope and strength and transformation</i> |

### Keynote Address 5

|                             |   |
|-----------------------------|---|
| 5.00pm – 6.00pm             | Keynote Address 5   |
| Elizabeth Murdoch Theatre A | Beth Blue Swadener, Arizona State University, Phoenix, Arizona<br><i>Children's Rights, Voices &amp; Allies: Stories from Kenya &amp; the USA</i> |

## Abstracts

### FRIDAY

#### Concurrent Session 1 (60 minutes)

**Karina Davis, Kate Alexander & Patrick Hughes,  
CEIEC, The University of Melbourne**

Issues in doing eResearch in early childhood

*An international issue in early childhood is the fragmentation of research in the field and the challenges this causes for building and drawing from a critical mass of research that has been conducted across diverse contexts and countries. This is especially relevant to research work across equity and social justice issues that tends to be underfunded and existing in small and isolated pockets of the field. eResearch archiving and databases have been developed in other fields and countries as a way of counteracting the fragmentation and isolation of research across international contexts, linking research and researchers to bring more workability to their research and in planning for future research. This workshop will draw on the participants and presenters to explore the challenges and possibilities in developing eResearch archiving and databases specifically for within the early childhood field.*

**Heike Deckert-Peaceman, Pädagogische  
Hochschule Ludwigsburg**

"The Universal Child". Critical Reflections On The Global Tendency Toward Documentation of Learning Processes In Early Childhood

*The paper discusses the adaptation of the concept "Learning Stories (N.Z.)" in German ECCs. With reference to German History, it questions the political connotations of documentation in general, and in particular, of learning processes. The paper critically reflects upon the ethical dimension concerning the construction of a "universal child" within the framework of a globalised pedagogy.*

**Natalie Jones, Janice Deans & Victoria Ryle,  
University of Melbourne Early Learning Centre**

'Peace On The Farm'

*Most would agree that attitudes of bias towards disability and difference are deeply embedded in our culture and for many early childhood professionals the challenge of developing a curriculum that is inclusive and fosters positive attitudes and behaviours to difference continues to stimulate debate (Derman-Sparks, 1989; Creaser & Dau, 1996; Page, 2000; MacNaughton, 2005). This paper will present a critical investigation of a funded community project that brought together a group of kindergarten children and adults with varying degrees of abilities in an arts-based program designed to support relationship building.*

**Olive Knight, Coordinator Kurungal Council Inc.  
Liz Thomas Lecturer Childrens Services ASL2  
Team Leader, Community Services TAFEWA,  
Broome & Vicki Hynam and Heather Lawrence Co-  
Coordinators Children Carer and Country Project**

Transforming Possibilities and Connections through shared understandings of culture, language and identity.

Learning and growing respectfully together: children, carer and country

*Funded by the Local Answers initiative under the Commonwealth's Stronger Families and Communities Strategy is an Action research project for networking, learning and growing to create change in the West Kimberley.*

*In this group presentation presenters will reflect upon this unique journey as we traverse the knowings and collaborations between diverse groups of women coming together to strengthen possibilities for young children in remote Australia.*

**Jo Brownlee, Donna Berthelsen, Gillian Boulton-  
Lewis, & Steph Dunbar, Queensland University of  
Technology**

Exploring Beliefs About Learning & Knowledge of Students In Child Care Training Programs: Beliefs About Children's Learning & Personal Epistemology

*Thirty-three child care students were interviewed about their beliefs about children's learning and their own learning. Findings showed that if students held complex, constructivist beliefs about their own knowing and learning, they also conceived of children's learning in a similar way. Conversely, students who described their own learning as more reproductive in nature, espoused beliefs that children learn more through role modelling and observing. These links between beliefs have implications for respectful, reciprocal interactions with children and the development of self-authorship.*

**Jane Page, CEIEC, The University of Melbourne**

Rethinking citizenship from the perspectives of four and five year old children's experiences of being happy

*The children's perspectives outlined in this paper are part of a PhD research project that explored the emotional component of citizenship and the particular implications and possibilities this has for advancing the view of young children as citizens. This paper will outline how emotions have been linked to citizenship, the main features of the research project, the children's discourses on being happy and the implications this has for early childhood practitioners in their work as a means of advancing an understanding of how young children understand and experience citizenship.*

## Concurrent Session 2(60 minutes)

**Carol Aubrey, University of Warwick; Professor Helen Penn, University of East London; Professor Nithi Muthukrishna & Dr Hasina Ebrahim, University of Kwazulu-Natal; Dr Sarah Dahl, University of Warwick**

Mapping Knowledge Transfer In Early Childhood Care & Education For Poor Communities In South Africa

*This study explores through participative methods implicit models, situated understandings and processes of early childhood care and education in South African urban and rural contexts. The intention is to expose and reconcile tensions between 'official' Western and classed childrearing practices and indigenous beliefs and realities of poor communities in KwaZulu-Natal.*

**Elga Andriana, Monash University**

The Art Tent: Restorative Play For Children At Risk

*'The art tent' is a community based art play program for children in post-disaster situations in Yogyakarta, Indonesia. It is dedicated to trauma healing with focus on listening to children's voices. The program also intended to increase children's involvement and awareness towards better environment by employing local resources and cultural values.*

**Philip Gammage, The University of South Australia**

Education & The Economy: A National & Local Concern

*Using Bosch's famous allegorical painting of 1504 (The Garden of Earthly Delights), the speaker looks at some assumptions about formal education and its consequences. Typical of these are the notions of instrumentality and the 'good life' which is said to result from certain sorts of successful school achievement ('high performance schooling', as Fielding calls it). The connection between test results and the economy is challenged and various buzz-words or 'conceits' (to use the appropriate mediaeval term) are exposed. Examples are drawn from current political and educational terminology, such as 'development', 'standards', curriculum 'delivery' and 'childcare industry'. The talk is avowedly light-hearted and based on the forty five years of the speaker's prejudices as a teacher, teacher-trainer and policy adviser. He draws on his work for OECD and his experiences of some twenty countries; and ends with a more serious look at some recent work in Finland and Estonia, which attempted to categorise and expose different approaches towards cohesiveness and innovation/creativity within their political context. This last is somewhat exaggerated and theoretical, but is drawn directly from Estonian experiences during Soviet domination. Similarities between ones own country and the exemplars can, however, easily be espied.*

**Sally Barnes, University of South Australia**

Practicum For The 'Post-Historical' Kindergarten: Where To Now?

*Beginning with an explanation of what is meant by the 'post-historical' kindergarten this presentation will outline how such a designation is driving a reconceptualisation of the professional learning program for undergraduate and postgraduate early childhood students at the University of South Australia.*

**Karen Noble, University of Southern Queensland**

Reconceptualising University-Based Community Child & Family Programs

*As discussions about what constitutes quality early childhood continue to engage key policy makers, administrators and service providers, it has become apparent that it is important that parents are also represented in these forums. This paper outlines a study conducted with parents attending a university child and family program. The family groups attending the various groups are diverse and needs vary considerably for individual families. The study was designed to examine the contributions that the child and family program make (and their potential to contribute) at micro and macro levels within the local community. Finally, parent understandings of the role of community playgroups in terms of quality early childhood education and care for their young children will be discussed in terms of capacity building.*

**Marit Boe, Telemark University, Oslo University College**

Action Research - The Pre-School Teacher As A 'Change-Agent'

*Action research is an unknown methodology related to professional development in Norwegian kindergartens. As a result of globalization we have information to research other cultures which gives us knowledge about research questions and critical issues related to early childhood education. We will argue that global connections can open new possibilities for action research and for pre-school teachers to act as 'change-agents'.*

**[cont'd]**

**Paul Connolly**

*"Race, Gender and Critical Reflexivity in Research with Young Children"*

This workshop will encourage participants to reflect critically upon the role of adults in research with young children. In emphasising young children's social competence and agency, the workshop will show how young children are able to challenge their positioning as objects of research by appropriating, adapting and reproducing discourses on race, gender and sexuality. Participants will therefore be encouraged to view relationships between adults and young children in social research as ones characterised by ongoing power struggles. To illustrate this, Paul will draw upon examples from his own ethnographic research with 5-6 year old children, including: 'Racism, Gender Identities and Young Children' (1998, Routledge) and 'Boys and Schooling in the Early Years' (2004, Routledge) as well as encouraging participants to reflect upon their own research experiences. In doing this, the workshop will also consider some of the implications for viewing research with young children in this way for the status of the data gathered and the ways it can be appropriately interpreted.

### Concurrent Session 3(60 minutes)

**Kate Alexander, Margaret Coady, Jane Page & Shari Stewart, CEIEC, The University of Melbourne**

Ethical tensions in honouring voices through respectful practices. Reflections from research

*This paper will draw on the experiences of researchers involved in a range of participatory research studies including children's reception of gender-neutral book characters, young children's discourses of emotions and children's thoughts, feelings and perspectives on Magnetic Resonance Imaging in a hospital setting. It will highlight some key tensions that arose for these researchers around honouring the voices of research participants in and through these research studies and the ethical issues these, in turn, raised. Topics explored will include the tensions involved in establishing a relationship with the children as a 'researcher', ensuring that children's wishes/rights are respected as research participants, research as exclusion in an early childhood setting, and the professional, parent and child triad.*

**Margaret Creeper, South Australian Department of Education & Children's Services; Jeanette Conroy, Northern Country District; Lavenia Dadleh & Phyllis Campbell, Whyalla Stuart Early Childhood Centre**

Being 3, Being Literate

*Ten preschools with significant numbers of Aboriginal 3 year old enrolments have been allocated an additional teacher. This has reduced the staff:child ratio and provided time to support connections with families and for inquiry based research. Recognising children's voice through an involvement lens has provided a basis for discussion and reflection on practice.*

**George Lee Johnson, Jacksonville State University**

No One Can Make You Feel Inferior Without Your Support? Examining Systems of Inequity In Classrooms & Schools

*This session examines structural inequities that are embedded in current instructional and curriculum which contribute to the development of a sense of inferiority among children from marginalized groups. Following a basic premise that many covert, systemic practices exist in classrooms and schools, a distinction between individual and institutional acts of discrimination is made.*

**Ted Brown & Rachael Macdonald, Monash University – Peninsula Campus**

Moving The Assessment Approach of Children Forwards: The Time For A Paradigm Shift Is Now

*Children are continuously tested and evaluated. Most traditional tests have items that have little or no relevance to real life contexts. It is time to engage a different paradigm to ensure that assessment of children is meaningful and ecologically relevant. A consolidated practice model that will guide the assessment of children in early intervention and education settings and the contributing factors for this paradigm shift will be presented.*

**Ruffina David, The University of Melbourne**

Teachers' Role In Social Inclusion of Students With Disabilities In Regular Primary Classrooms

*Given the worldwide move towards inclusive education, this study examined the impact of classroom teachers on the social status of students with disabilities in inclusive classrooms in India. Teachers' attitude towards inclusive education, teachers' self-efficacy and classroom practices were examined as teacher variables influencing the social status of students with disabilities in regular classrooms.*

**Aysegul Ciyer, Arizona State University**

Developing Policies For Inclusive Education In Turkey: A Study of The Role of UNESCO & Local Educators.

*The main purpose of this study is to introduce the processes of local adaptation and modification of UNESCO's inclusive education policies, and resistance to global forces in inclusive education in low-income countries, including the consequences of the application of UNESCO's inclusive education policies to Turkey. Secondly, different types of support that UNESCO provides to improve inclusive education policy planning and practices for young children, and cultural compatibility of various approaches and goals of the organization will be argued.*

**Patrick Hughes & Professor Glenda MacNaughton, CEIEC, The Univ. of Melbourne**

Space, time and regulation: the politics of everyday staff-parent relationships

*In our current research, staff and parents are showing us how architecture and staff-child ratios prevent them from meeting Australian regulations concerning parent involvement in children's care and education. Staff often work after-hours unpaid, but parents can't always attend these sessions. We will use research data to discuss the implications for regulatory policies.*

## Concurrent Session 4 (60 minutes)

### **Anshu Singh, Allahabad Agricultural Institute - Deemed University**

Effect of Preschool Education on Intelligence and social maturity of children: An approach for equity in diversity

*Preschool is a place where challenges are met in a atmosphere of nurturance and support. It is the most impressionable age in one's life. During this period children enlarge the scope of their cognition and social maturity. The demand for Pre School is increasing in India day by day particularly for children living in the urban areas due to the increase in population and limited living space. Preschools with enough space for free movement and healthy interactions are perhaps the answer for such children. This research was an attempt to explore the impact of preschool education on development of intelligence and social maturity of children aged between two to six years, because in India, in spite of an urgent need for preschool education, even today only a negligible number of children receiving this education, and it becomes imperative to sensitize parents and policy makers in this regard.*

### **Deborah Mitchell, University of Melbourne**

The effect of early literacy policy and practice on equal opportunity in the labour market

*The PISA data, particularly for Australia, indicates gender inequality in literacy outcomes. I believe current pedagogies for literacy discriminate against boys and a change in literacy policy and practice would reduce the alienation of boys and create greater reciprocity and respect. A phonics and movement based pedagogy would honour equity in education and the labour market.*

### **Lyn Fasoli, Batchelor Institute of Indigenous Tertiary Education**

Indigenous Perspectives on Play In Two Remote Communities

*Even play can become a negative educative process if we don't know what it means to children and adults we work with. This presentation reports on findings from the 'Talking Pictures research project which investigated remote Indigenous adults' perspectives on play and raises important questions for educators attempting to implement play-based learning programs in diverse cultural contexts.*

### **Jane Frances, Changing Faces (UK Registered Charity)**

Defence, Dissimulation, & Candour When Disfigurement Interrupts Social Fluency

*How do children, both 'special' and 'mainstream', experience the increasingly varied social encounters fostered in inclusive early years and school settings and in wider society? What factors influence pro-social behaviour between 'mainstream' and 'special' children? We found that it wasn't the things people thought they ought to do, but unexpected, even counter-intuitive activities and interventions worked best.*

### **Miriam Giugni, The University of Melbourne**

Cups and spoons and hierarchies: Diversity and identities in children's everyday lives in early childhood

*Choosing a cup or a spoon at lunch time at 3 or 4 years of age can be significant to your place in the social world, your access to parties and subsequent invitations into places that matter in an early childhood setting. In this session stories from a current doctoral study that explores 'equity in everyday early childhood education' will be shared in order to puzzle out some ways in which children draw upon discourses of public life to order and disorder each other's daily lives in an early childhood setting. Implications for researching with children will be raised and critically discussed.*

### **Kylie Harris & Sally Barnes, University of South Australia**

Male Teacher, Female Teacher: Young Children's Perspectives of Teacher's Roles In Kindergartens

*In this paper, we present the findings of a recent study highlighting children's perspectives on the roles that their male and female teachers fulfil in a kindergarten setting. The findings question whether children's gender stereotypes are challenged by the presence of a male teacher in the kindergarten.*

### **City of Port Phillip**

Citizenship for children in action: stories from the City of Port Phillip

*This presentation will describe how the City of Port Phillip has begun to implement their Municipal Early Years Plan (MEYP) to build strong partnerships with children from birth to seventeen years of age and to recognize children as active citizens. This presentation will share stories from mini action research projects undertaken by people working for or within the City of Port Phillip to increase child participation in the decision making, planning, development and evaluation of services and policies within the City of Port Phillip.*

## SATURDAY

### Concurrent Session 1 (60 minutes)

#### **Ronnaug Sorensen & Nina Rossholt, Vestfold University College , Faculty of Education**

Do Colours Have Gender? Doing Bourdieu In Preschool

*Observing gender from a child's perspective can help to prevent traditional sexist role models being reproduced. The children's convention does not only alter a child's status but also that of an adult. Refusing to work for equality in preschool can be seen as a refusal to honoring children's opinions.*

#### **Affrica Taylor & Carmel Richardson, University of Canberra**

The Power of Objects

*In this workshop we will focus on the objects that children value and choose in the performance of 'alterity'. In so doing we will broaden participant's understanding of the relational nature of identity by considering both the inter-subjective nature of human relations and also the human/non/human (subject/object) relations that are integral to our understandings about who we are.*

#### **Sue Rewell & Rhonda Mundy, Kalparrin Early Childhood Intervention Centre**

A Partnership To Honour Children of All Abilities

*Kalparrin – Grace Park Pre-school Inclusion Group is a program for 4 year olds at a community pre-school. It provides for 16 children of all abilities promoting self-confidence, independence and age/ability appropriate playskills. Staffed by a Special Education teacher, an Early childhood teacher and an Assistant and supported by Therapists from Kalparrin EIC.*

#### **Robert Imre, University of Notre Dame**

Children, Citizenship & Equity: What Are We Talking About?

*There has been a good deal of discussion about children and citizenship in the field of childhood studies and early childhood education. However, I argue that it has been mostly based on 'common sense' understandings of citizenship without the political grounding of the concept. Here, I seek to bring in political theory concepts of citizens and citizenship that adds to this discussion and might create more equitable relationships with children.*

#### **Karen Noble & Leisa Holzheimer, University of Southern Queensland**

I Think I Am, Therefore I Am: Development of Professional Identity In Undergraduate Program Reconceptualisation Through Academic Collaboration

*In terms of developing as early childhood professionals, possessing the skills, knowledge and ability to work effectively with children and their families has never been easy. It is apparent that there is a need to reconstruct how teaching occurs, taking into account the co-construction of knowledge about how the dimensions of education are inextricably linked to the acquisition of professional identity. This paper is particularly concerned with understanding the ways in which a team of academics themselves understand the ways in which their own construction of professional identity as ECEC practitioners both constrained and enabled the undergraduate program reconceptualisation process.*

#### **Bob Perry, Sue Dockett, Samia Michail & Emma Kearney, Charles Sturt University**

Families With Complex Support Needs & The Transition To School.

*The focus of this paper is the set of methodological approaches that has been used to attempt to develop collaborative research relationships with families and community support agencies in a project working with families described as having 'complex support needs', as they support their children in the transition to school.*

#### **Beth Blue Swadener, Arizona State University, Phoenix, Arizona**

"Unlearning Oppression, Strengthening Alliances with Children and Families"

*This interactive workshop draws on the experiences of two racially/culturally diverse women's collectives that focused on various forms of oppression and formed dynamic alliances across difference. Beth was part of this work and has co-facilitated this workshop for many years. This short version of the workshop will share the model and its assumptions, and use various activities to provide practical connections to our work with diverse children and families. The workshop will also suggest a number of strategies for strengthening alliances with children and families.*

## Concurrent Session 2 (60 minutes)

### **Christine Woodrow, Jen Skattebol, Carol Nagel & Nicole Tytherleigh, University of Western Sydney**

Collaborative Practitioner Inquiries: Constraints & Possibilities.

*Researchers involved in collaborative practitioner research networks will showcase some recent work from Sydney's south west to invite dialogue with others to explore the potential of these methods and processes to build leadership capacity and activism. We are interested in exploring how active engagement in 'knowledge production' can enable early childhood professionals to reposition themselves in roles of greater agency, rework their professional identities to effectively address policy shifts, and have resources to challenge the on-going systemic issues of the field and thus effectively advocate for children.*

### **Kate Alexander, CEIEC, The University of Melbourne**

Young children and gender binaries: Exploring gender-neutral characters

*This seminar presents research that explored gender-neutral characters with young children. Some of the data from this research will be presented to explore how both the children and the researcher were constrained by the gender binaries that exist within society and the possibilities that existed for some of the children for moving beyond these binaries.*

### **Lucinda Kramer, National University, Costa Mesa**

Reframing Differences: Strategies For Respectful, Reciprocal & Responsive Interactions With Diverse Children & Families

*The Skilled Dialogue approach is used to explore challenges posed by culturally diverse perspectives to crafting respectful, reciprocal and responsive interactions with children and families. Presenter describes and discusses 6 specific strategies, and then participants have an opportunity to practice applying these strategies to situations within their own work.*

### **Irma Lachmund, Bilingual Families Perth**

Aussieplus - Opportunities For Children With More Than One Language – Sharing The Experiences of Bilingual Families Perth

*Empowering parents with more than one language in giving their children the best possible start in life through maintenance of the family language has been the brief of Bilingual Families Perth in the past six years. This presentation will share strength based strategies and opportunities to support children with aussie-plus.*

### **Kyriaki (Kiki) Messiou, University of Hull**

Building Stronger Relationships With Children Through Research

*This paper explores possible ways of involving children in educational research as a way to build stronger relationships with them. Through the analysis of the process and the techniques used in research that was carried out in two primary schools in Cyprus, the benefits from using such an approach, as well as the difficulties encountered, are discussed.*

### **Berenice Nyland, Professor Chris Nyland, & Associate Professor Xiaodong Zeng, RMIT University**

Early Childhood Education & Care: of Rights & Human Capital Theory

*The language of early childhood has changed. Terms like human capital and investment have been adopted by policy-makers, practitioners and researchers alike. Focussing on Australia and China this paper discusses the implications for more traditional views of early childhood that have emphasised ideals of rights and social justice*



### Concurrent Session 3 (60 minutes)

#### **Zsuzsa Millei, University of Notre Dame / Murdoch University**

Theorizing Citizenship & Participation: Are Democratic Practices So Equitable?

*The notions of children's citizenship and participation are increasingly utilized in the field of early childhood. These notions are used with the best intentions to create more inclusive and equitable relationships with children. However, because of their democratic tone, the notions of citizenship and participation are hardly ever problematized. This paper attempts to do that by using the concept of governmentality.*

#### **Prasanna Srinivasan, The University of Melbourne**

The Inclusion of Linguistic Diversity in early childhood settings.

*This presentation aims to explore the understandings of including languages and the practices that are seen as being ethno-linguistically inclusive by current early childhood practitioners. Early childhood is seen as a critical period for language and identity development in young children, and languages are closely linked to one's cultural identity. Yet, in multicultural Australia, English is the dominant language used. Therefore, the possibilities of inclusion may also mean questioning the discourse of linguistic dominance using of postcolonial theories.*

#### **Peggy Tan, Monash University**

Evolution of Childcare Policies In Australia & New Zealand

*This paper examines the childcare literature across a range of topics focusing on three main areas: childcare policies; comparative case studies and historical institutionalism, which draws attention to institutions and path dependency, as a framework to explain the evolution of childcare policies in Australia and New Zealand.*

#### **Affrica Taylor, University of Canberra**

Little Miss Sunshine & the Trouble with Childhood Innocence

*Childhood innocence is both a comforting and a troubling concept. This paper will focus on the troubles and explore some of the tensions around childhood innocence with reference to the film, Little Miss Sunshine. It will explore the complex paradoxes and contradictions around childhood innocence/children's sexuality across the sites of popular culture and education.*

#### **Bob Perry, Emma Kearney & Sue Dockett, Charles Sturt University**

I Just Want the Best For Her: A Mother's Strengths & Concerns As Her Child Starts (Or Doesn't Start) School.

*This paper explores the tensions felt by a mother from a family with 'complex support needs' as she plans for her daughter to start school. The mother's substantial strengths and the support she has received are explored as she strives to provide the very best for her child*

## Concurrent Session 4(60 minutes)

### **Nina Rossholt, Vestfold University College – Faculty of Education**

Honouring The Child - The Body As A Site of Knowledge In Preschool.

*Taking on feminist poststructuralist perspectives, I want to undo the processes of subjectification and the question of body's spatiality's and temporalities among children aged one and two in pre-school settings. I further elaborate how children constitute movements; touches and emotions through their body in relation to the other as becoming physical.*

### **Louise Phillips & Penny Lowe-Brown, Queensland University of Technology**

Transformative Storytelling

*This seminar discusses preliminary findings of a transformative storytelling action research project with one preparatory class in a Queensland state school. Poststructuralist concerns of subjectivity and power provided insightful understandings of the children's aesthetic and active citizenship responses to the stories. The after effects are viewed with Derrida's notion of 'cinders' settling on one's being.*

### **Corine Rivalland, Monash University - Peninsula Campus**

Transition Times As Spaces of Cultural Negotiation Or Conflict In Childcare: A Sociocultural/Poststructural Analysis

*Transition times are often the only opportunities where "multicultural" families and Australian born early childhood professionals are in direct contact and engage in some kind of negotiation in relation to the education and care of children. Thus making transition times an essential space for cultural negotiation or conflict.*

### **Sharon Saitta, Yasmine Slater, Sam Parsons, Chutatip Hadkham, Joceline Tan, Donna Taranto, Indra Karunatilake & Kylie Smith, Swanston Street Children's Centre, The University of Melbourne**

Risky business at Swanston Street Children's Centre - continuing the adventure of questioning the Regimes of Truth in the Australian Quality Assurance and Accreditation System

*Drawing on Foucault's Regimes of Truth this session will explore how Swanston Street Children's Centre a 41 place long day care centre in inner Melbourne attempted to disrupt the 'regimes of truth' about what quality care and education looks like in early childhood services through the Australian Quality Assurance and Accreditation System. Last year this panel discussed their dreams and imaginings of creating a different understanding of quality assurance that moved from a framework that alludes to developmental psychologies and white patriarchal middle class understandings of the world to a paradigm that recognised and respected a curriculum that attempts to bring teachers, families, children's and the communities multiple identities together to build a curriculum based on children's rights, ethical engagements, and multiple modern and postmodern paradigms.*

### **Berenice Nyland & Ly Tran, RMIT University**

Childcare In China: The Role of Grandparents In The New Economy

*Many grandparents play a significant role in childcare and grandparents have become a focus of early childhood research. Using survey data from China, we profile families that use grandparent care and discuss both grandparents' contribution to education and care and possibilities for increasing interfamily reciprocity and respect for grandparents' contribution.*

### **Olive Knight, Coordinator Kurungal Council Inc Wangkajungka Community. Fitzroy Valley and Heather Lawrence, Power With TFP. and Co-Coordinator Children Carer and Country Project.**

Bigger Picture Thinking For Community Hope and Strength and Transformation.

*This session will share the hopes and aspirations, challenges and barriers a group of people in the remote Fitzroy Valley in Western Australia. The presenters will discuss the thinking behind the processes used to transform loss of hope into possibilities and action. Ways of Consultation, Compassion and Collaboration for sustainable change.*

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