



# 13<sup>th</sup> national child day conference

Celebrating children's right to thrive!

JOIN US VIRTUALLY

Nov 17<sup>th</sup>-19<sup>th</sup>2022



KEY NOTE SPEAKERS

Dr. Claire Warden  
& Alex Morgan



Celebrating





As we prepare for our 13th annual National Child Day Conference, we are excited about this year's theme. We feel so positively reflects the premise of Alberta's Flight Curriculum Framework relative to nurturing children to be competent, capable, curious, and rich in potential!

As such we are pleased to announce the focus of this year's event being titled: "Empowering Children to Thrive: Cultivating the Strong Potential of All Children!" Leading off this year's conference in thought provoking reflection, insight, and pedagogical discussion, ARCQE is also pleased to share the engagement involvement of two engaging and dynamic keynote speakers—Dr. Claire Wardon of Scotland and Alex Morgan of Colerado!

Relative to this year's format, while we are optimistic of most pandemic restrictions having been eased in Canada, given the need to pre-plan amidst continued uncertainty of what the Fall may hold, ARCQE has decided once again to proceed with a virtual format on the Accelevents platform which many of you have previously engaged with during our last two conferences annual events.

Looking forward- we embrace the opportunity to be in community with all of you as we celebrate National Child Day together November 17-19, 2022!

Who should attend? Early learning educators working in child care, out-of-school care, family child care, preschool, and recreational programs; administrators, advocates; and students.

# Schedule at a glance!

Over 3 days this conference will have 2 keynote speakers & 14 feature speakers appearing in break out sessions.

Take a look at the schedule and join as many as you can!

All sessions will be streamed from Nov 17-19<sup>th</sup> 2022, with live session facilitation and discussions.

All session recordings will be available for 30 days after the event.

## Day 1

17<sup>th</sup>

9 - 10:30am

### OPENING KEYNOTE

Dr. Claire Warden

11 - 12n

### SESSION A1

Dr. Claire Warden

1 - 2pm

### SESSION A2

Kim Stewart + Sherry Rose

2:30 - 3:30pm

### SESSION A3

MacEwan ELM Centre

## Day 2

18<sup>th</sup>

9:30 - 10:30am

### SESSION B1

Sarah Erdman

11 - 12n

### SESSION B2

Therese Wiat Jenkinson

1 - 2pm

### SESSION B3

MacEwan Flight Team

2:30 - 3:30pm

### SESSION B4

Jacie Engel

## Day 3

19<sup>th</sup>

9:30 - 10:30am

### SESSION C1

Laurie McIntosh

11 - 12n

### SESSION C2

Rachel Berman

1 - 2pm

### SESSION C3

Erin Gray and Norma-Jean Armitage

2:30 - 3:30pm

### CLOSING KEYNOTE

Alex Morgan

# Day 1

17<sup>th</sup>

## OPENING KEYNOTE

### NATURE PEDAGOGY: THE ART OF BEING WITH CHILDREN - INSIDE, OUTSIDE AND BEYOND

Nature affords us all with rich opportunities to thrive, but there is a special art of being with children in nature that promotes their peaceful development and full self-expression. In this thought provoking keynote, Dr. Claire Warden shows the place of nature in early childhood development whether it is inside the building, outside in the garden and play area, or beyond the gate in the forest or community. The keynote will be rooted in her Doctoral research and in practical case studies from her experiences at Auchlone Nature Kindergarten and from working with educators from around the world.

9 - 10:30am

Dr. Claire Warden

### SESSION A1 TRANSITIONING FROM DULL MEDIOCRITY TO FLOURISHING

In this session, Dr Claire Warden will further unpack concepts from her keynote by sharing international perspectives of the adult role in the creation of peaceful environments in both urban and rural settings. She will share the characteristics of a nature pedagogue and how these are fundamental in the creation and maintenance of flourishing environments.

11 - 12n

Dr. Claire Warden

### SESSION A2 SPEAKING UP AND BACK: THRIVING LITERATE BEINGS

This session will explore what it means for children and educators to thrive as literate beings. What kinds of environments, relationships, and pedagogies are we co-constructing with children, families, and educators? In what ways does learning and engaging with the literacy practices of families, communities, and children cultivate the strong potential of children's literate identities? Whose lives and literate identities are valued, silenced, or narrated by others? What might be the effects of reading beyond our cultural lanes? How might our personal literacy practices and relationships become a resource to support our advocacy for children, families, and educators, our capacities to speak up and back to narratives circulating in and across educational contexts that diminish children, families, and educators?

1 - 2pm

Kim Stewart &  
Sherry Rose

### SESSION A3 GOODBYE/HELLO: THRIVING THROUGH TRANSITIONS

"Happy moving to you. Happy moving to you." Singing voices of children, families, and educators fill the Hummingbird room. The day draws to a close as an educator removes the framed, happy moving photo posted on the playroom door. Tomorrow morning, a welcome picture will hang in its place.

Transitions of all kinds are a significant aspect of children's child care experiences. They offer opportunities for many within early childhood communities to experience and thrive through change. Together, let's take a close look into community transitions and explore how ELM educators use children's literature to support children and families through transitions. In this session, we will draw from FLIGHT, discuss a relational approach to children's rights, and explore the power of literature. Goodbye/hello from the Hummingbird room. Children, families, and educators find connections to self, others, and the early learning community.

2:30 - 3:30pm

MacEwan  
ELM Centre



# Day 2

18<sup>th</sup>

## SESSION B1 PREVENTING COMPASSION FATIGUE: CARING FOR YOURSELF SO YOU CAN CARE FOR OTHERS

Educators care and connect with children and families through their work. This means they are there to support the milestones reached as well as the challenges being faced. This deep investment can lead to compassion fatigue, which can undermine your ability to be your best self inside and outside of the profession. This session will focus on what trauma is, how it manifests in children and what strategies you can use to both support those in your care and make sure that you are taking care of yourself. Emphasis will be placed on why self care needs to be more than a buzzword and effective, realistic strategies to use.

9:30 - 10:30am

Sarah Erdman

## SESSION B2 PEERING INTO EARLY CHILDHOOD EDUCATORS' DECISION-MAKING PROCESS

Therese will share her research questions and the methods she used for her doctoral studies. She aspires to understand the factors that influence early childhood educators as they make curriculum decisions for infants and toddlers. She is in the process of her research and will share some preliminary findings.

11 - 12n

Therese Wiart Jenkinson

## SESSION B3 WHEN CARING LEADS TO THRIVING

“Children thrive when they are nurtured in close, consistent relationships, and their families benefit from these close caring relationships as well.” (Flight, 2014, p. 29)

Caring and thriving are two aspects of a relational early childhood pedagogy. We've all experienced care in one form or another, but does that mean we feel cared for? As a taken-for-granted disposition, we may know what care isn't, but do we ask what feeling cared for is like? What does it mean for a child and family to feel cared for? As a deeply relational experience, this session will explore “care” as something educators do and children and families feel. Carolyn Parkes, and Lee Makovichuk, Flight research team members, will engage participants in a reflective thought experiment on the disposition to care and what it means to embrace a caring curriculum.

1 - 2pm

MacEwan  
Flight Team

## SESSION B4 RIGHTS AND RESPONSIBILITIES: CORE VALUES AT BOULDER JOURNEY SCHOOL

Boulder Journey School is a school for young children and their families in Boulder, Colorado, USA. Central to our practice is the recognition that children thrive in a supportive social environment. In each daily moment, we look to center the wisdom, creativity, and inquiry that young children bring to the community. Through pedagogical documentation, we will examine stories that illustrate our core values and how we engage them for the health and joy of our children, families, and teachers.

2:30 - 3:30pm

Jacie Engel



# Day 3

## SESSION C1 TEACHERS THESE DAYS

Based on the bestselling book 'Teachers These Days' by Laurie McIntosh and Dr. Jody Carrington, Laurie will hold a discussion and reflection around what we have been taught is a "good" educator. We will examine in depth the stories and strategies in the book and spend time discussing safe places to land in these trying times. Educators can expect to leave with strategies especially surrounding lid flips, light ups and emotional regulation of ourselves and our learners.

This session is all about the connection. What people will remember most about you, your legacy, will have so much more to do with a felt sense than it ever will with words or numbers. It will remind our educators that their job is to shine the incredible light that brought them into this profession in the first place. It will remind them that whatever you got on any given day is (more than) enough (something all educators need to hear right now!)

9:30 - 10:30am

Laurie McIntosh

## SESSION C2 CAN WE TALK ABOUT RACE? CONFRONTING COLOR BLINDNESS IN EARLY CHILDHOOD SETTINGS

A growing body of research lends support to the idea that young children are aware of 'race' and reproduce power dynamics that exist in the larger society in their play and social interactions. Researchers from the United Kingdom, Australia, Canada, the United States and elsewhere have written about ways to work with issues of race and racism in early childhood settings, particularly through anti-racist approaches. Yet, many ECEs persistently adhere to a 'colourblind' ideology avoiding any discussion about race. Reasons for this colourblindness include a belief that the children in their care are too young or innocent to understand bias, and/or that discussing 'race' is racist, and/or they don't have right resources, and/or it's up to families to discuss such things with their children, and/or that racism is not an issue where they work or in society. In the 'Can we talk about race' research project, the research team spoke with ECEs and children in and around Toronto, Ontario about race. In this presentation I will share some of the project findings. I will also discuss 'racial' socialization, contrast multicultural with anti-racist approaches in ECE, and offer some ideas for anti-racist practice in early childhood settings. It's (past) time to talk about race in early childhood!

11 - 12n

Rachel Berman

## SESSION C3 TAKING PEDAGOGICAL RISKS: SMALL, INCREMENTAL SHIFTS TO OUR PRACTICE THAT SUPPORT CHILDREN THRIVING.

Erin + Norma-Jean will share stories of connection and informed decision making along with some tangible, accessible shifts that educators can make to uphold the rights of learners - changes that acknowledge the disparities between our best intentions, our individual experiences and privilege and the realities and working conditions of our learning spaces.

1 - 2pm

Erin Gray +  
Norma-Jean Armitage

## CLOSING KEYNOTE

### HOLDING SPACE: HONORING WONDER IN THE DAILY MOMENTS

When in the midst of constant change, as the dominant society has been these past few years, it is increasingly vital to embrace our humanity. While it can feel overwhelming to focus on anything but survival, children do not stop asking complex questions and searching for new understandings of the world around them, nor do they stop inviting us to join in this path of joyful discovery. It is, in fact, these lines of inquiry that keep us going - supporting the human rights to both survive and to thrive. Through pedagogical documentation of children's daily interactions from Boulder Journey School, we will examine what it can look like to hold space for learning alongside - and from - children as they teach us how to embrace our current contexts as sources of wonder and curiosity.

2:30 - 3:30pm

Alex Morgan



# SPEAKERS



## Dr. Claire Warden

Scotland

### Nature Pedagogy: The Art of Being With Children - Inside, Outside and Beyond

Dr. Claire Warden is an educational consultant who has developed her approach to Nature Pedagogy in her doctoral research and experiential learning through a variety of experiences including working in a variety of settings including her own multi-award-winning Auchlone Nature Kindergarten, (Scotland), advisory work, and lecturing in further education.

Claire is closely involved with her own nature kindergarten, *Auchlone Nature Kindergarten*, in Scotland. This outdoor nursery works with children from 2-6 year olds, who spend up to 90% of their time outside. She is also the author of over 20 books relating to early years methodology.

In addition to Claire's international and consultancy work, she runs a Community

Interest Company, 'Living Classrooms', through which the Virtual Nature School is being delivered. Additionally, she set up the International Association of Nature Pedagogy, a professional organization designed to promote and support all forms of nature-based education for children aged 0 - 8 years throughout the world.

Nov.17 Opening Keynote, Session A1



## Kim Stewart + Sherry Rose

University of New Brunswick, CA

### Speaking Up and Back: Thriving Literate Beings

Kim Stewart is an Assistant Professor at the University of New Brunswick. Kim's research investigates ways to re-conceptualize literacies and early childhood teaching/learning. Kim can be reached at [stewart@unb.ca](mailto:stewart@unb.ca).

Sherry Rose is an Associate Professor at University of New Brunswick. She teaches in the areas of early literacy, critical literacies, feminist theories, assessment and curriculum. Sherry can be reached at [srose@unb.ca](mailto:srose@unb.ca).

Nov.17 Session A2



## Dr. Noah Kenneally, Jennifer Sibbald, + Dawn Pearson | MacEwan ELM Team

MacEwan University, Edmonton AB

### Goodbye/Hello: Thriving Through Transitions

Dr. Noah Kenneally is an Assistant Professor in the Bachelor of Early Childhood Curriculum Studies at MacEwan University. His research interests include exploring the enormous potential of early childhood communities as sites of social change; the practical applications of a relational framework of children's rights in early learning contexts; children's understandings of social life; and creative research methodologies. A new Albertan, Dr. Kenneally worked as an advocate for children and families in Ontario for over two decades in Ontario, where he completed his doctoral studies in Social Justice Education at the Ontario Institute for Studies in Education at the University of Toronto.

Jennifer Sibbald is the Family and Community Liaison for Early Learning at MacEwan and has been in the field of early learning and child care for over 10 years.



She is completing a Master of Arts in Innovative Early Childhood Education from the University of Colorado. Jennifer's pursuits in the field have invited her to take risks in the spirit of learning, something she hopes you all challenge yourselves to do during the conference.

Dawn Pearson is a Team Lead at ELM. Dawn has a passion for celebrating the importance of everyday moments and finding the perfect children's book for team time. Inspired by the relationships children, families, and educators build within child care settings, Dawn has embarked on a closer look at community transitions. Dawn is a graduate of the Early Learning and Child Care Diploma program and has a Bachelor of Science in Biological Sciences and Psychology.

Nov.17 Session A3



### **Sarah Erdman**

FB Meekins Cooperative Preschool, Vienna USA

### **Preventing Compassion Fatigue: Caring for yourself so you can care for others**

Sarah Erdman is a mom, museum professional, and early childhood educator.

She teaches at FB Meekins Cooperative Preschool and is the founder of Cabinet of Curiosities, which explores how museums and educators can connect to create meaningful experiences for young children. Sarah Erdman is one of the authors of the book "Trauma & Young Children: Teaching Strategies to Support and Empower" and provides professional development on trauma and what educators can do to support the children in their care.

Nov.18 Session B1



### **Therese Wiart Jenkinson**

Mount Royal University, Calgary AB

### **Peering into Early Childhood Educators' Decision-Making Process**

Therese Wiart Jenkinson is an assistant professor for the Bachelor of Child Studies at Mount Royal University. She aspires to engage student educators in early learning and childcare pedagogy through reflective practice in community. She is a pedagogical leader for ARCQE's Pedagogical Supports Project and she is passionate about collaborative, shared leadership.

Nov.18 Session B2



### **Lee Makovichuk & Carolyn Parkes | MacEwan Flight Team**

MacEwan University, Edmonton AB

### **When Caring Leads to Thriving**

Lee Makovichuk and Carolyn Parkes are faculty with MacEwan University's Bachelor of Early Childhood Curriculum Studies and researchers of Fight: Alberta's Early Learning and Care Framework. Within the continued framework development, they explore how educators use the framework to think deeply about children's play and learning and make a relational caring curriculum visible.

Nov.18 Session B3





### Jacie Engel

Boulder Journey School, Colorado USA

#### Rights and Responsibilities: Core Values at Boulder Journey School

Jacie Engel is the Studio Teacher at Boulder Journey School. She is also a course instructor for the masters degree program in partnership with UC-Denver. Jacie will be starting her eleventh year at the school this fall. She loves being a part of this community, it brings her so much joy to work together in a group and find an authentic flow and presence with others who push her thinking, are open to growing and who laugh easily. Jacie enjoys spending time with her husband and two children, immersing herself in nature, (she loves sunrise walks!), reading, writing and listening to music.

Nov.18 Session B4



### Laurie McIntosh

*Teachers These Days*' by Laurie McIntosh & Dr. Jody Carrington, Lethbridge AB, CA

#### Teachers These Days

Based on the bestselling book *'Teachers These Days'* by Laurie McIntosh and Dr. Jody Carrington, Laurie will hold a discussion and reflection around what we have been taught is a "good" teacher. We will examine in depth the stories and strategies in the book and spend time discussing safe places to land in these trying times. Teachers can expect to leave with strategies especially surrounding lid flips, light ups and emotional regulation of ourselves and our learners. This session is all about the connection. What people will remember most about you, your legacy, will have so much more to do with a felt sense than it ever will with words or numbers. It will remind our teachers that their job is to shine the incredible light that brought them into this profession in the first place. It will remind them that whatever you got on any given day is (more than) enough (something all teachers need to hear right now!)

Nov.19 Session C1



### Rachel Berman

Toronto Metropolitan University, CA

#### Can We Talk About Race? Confronting Color Blindness in Early Childhood Settings

Rachel Berman is an immigrant and white settler who grew up in Toronto, Ontario, Canada, which is the traditional territory of many nations including the Anishinaabe, the Haudenosaunee and the Wendat peoples, and is covered by Treaty 13. Rachel is a Professor and the Graduate Program Director for the MA in Early Childhood Studies in the School of Early Childhood Studies at Toronto Metropolitan University, where she has taught since the year 2000. She is also an adjunct member to the graduate program in Gender, Feminist & Women's Studies at York University. Her research and teaching focus on 'race' in early childhood settings, theoretical frameworks, in particular critical race theory and feminist theories, and critical qualitative methods. Her research has appeared in the International Critical Childhood Policy Studies Journal, the Journal of Childhood Studies, Children & Society, and the International Journal of Qualitative Methods amongst others.

Nov.19 Session C2



## Erin Gray + Norma-Jean Armitage

University of New Brunswick, CA

**Taking pedagogical risks: Small, incremental shifts to our practice that support children thriving**

Erin Gray, RECE, has been working with children and educators for over 20 years. She currently implements play-based learning as part of a Kindergarten team of educators in Ontario. She is an advocate for creating spaces of belonging, of young children's literacy, social-emotional development, and their right to playful learning experiences.

Norma-Jean Armitage is an Early Childhood Educator with over a decade of experience collaborating, creating, thinking and making-meaning in childcare and classroom environments. She is a passionate life-long learner, critical thinker, nurturer and play interpreter who believes in the power of reimagining early learning spaces and practices.

Both Erin and Norma-Jean are completing their studies in UNB's B.ED in ECE program and plan to further their education at UNB in an M.ED program with a focus in Critical Studies.

Nov.19 Session C3



## Alex Morgan

Boulder Journey School, Colorado USA

**Holding Space: Honoring wonder in the daily moments**

Alex Morgan has acted as teacher, social media specialist, study tour program coordinator, common space and theater support for classrooms, and Hawkins Centers of Learning liaison for Boulder Journey School. In addition to supporting classroom work, she coordinates and develops Professional Development to support adult learning both locally in Colorado and at conferences around the country. Alex is passionate about using inspirations from Frances and David Hawkins and Reggio Emilia, Italy to support adults and children in discovering, uncovering, and Messing About. She has shared her work through Exchange magazine, conferences, Ignite Boulder, and TEDxBoulder.

Nov.19 Closing Keynote



# REGISTRATION INFO

## Early bird

Individual	\$130+GST
Individual PTL Member	\$105+GST
Group of 5	\$585+GST
Group of 10	\$1,170+GST

**Early bird deadline: 5 pm Mountain Time, Friday, Oct 28th**

*(buy 4 get the 5th half off!)*

*(buy 9 get the 10th free!)*

## Regular

Individual	\$180+GST
Individual PTL Member	\$145+GST
Group of 5	\$810+GST
Group of 10	\$1,620+GST

**Registration deadline: 5 pm Mountain Time, Thursday, Nov 10th**

*(buy 4 get the 5th half off!)*

*(buy 9 get the 10th free!)*

## PTL Program Information

Not a PTL cardholder? You can join our PTL program and be eligible for conference discounted rates quickly and easily. Visit <http://arcqe.ca/ptl-information/> for more information and online application.

## Registration

All registration MUST be completed online at <https://arcqe.ca/professional-learnings/conference/>

Registration is based on a first come, first serve basis and subject to capacity. In order to avoid disappointment please register early. ARCQE reserves the right to restrict enrollment or to cancel any activity for which there is insufficient registration. We will make every effort to inform you prior to the start date.

## Payment Options

Online with MasterCard, Visa, at:

<https://arcqe.ca/professional-learnings/conference/>

\*We only authorize Visa and MasterCard payments online.

## Register Early for a Chance to Win a FREE iPad!

With this year marks the 31<sup>st</sup> anniversary of Canada's ratification of the UN Convention on the Rights of the Child, we are celebrating by way of a special draw for an iPad intended to guide educator practice relating to children's learning and exploration through use of digital applications (i.e. supporting documentation, observation & reflection, developing learning stories). Everyone who has registered by the **5 pm Mountain Time, Friday, Oct 28th** will be automatically entered into a drawing to win a FREE Apple iPad 64GB with Wi-Fi! The winner will be drawn at random and announced at the closing celebration on Day 3 of the conference, also on ARCQE's website and Facebook page later.



We invite you to join us and possibly win this awesome prize along the way!

## Cancellation and Refund Policy

Registration fees, less a \$50 processing fee per transaction, will be refunded if a cancellation request is received in writing by **5 pm Mountain Time, Friday, Oct 28th**. After this date, registration fees are non-refundable. Non-attendance does not constitute notice of withdrawal.

If you have registered for the conference but are unable to attend and wish to have someone else attend in your place, please contact the ARCQE office by **5 pm Mountain Time, Thursday, Nov 10th** to give us time to update registration lists. If we have not received notification by the above deadline, we *can't* accommodate delegate replacements during the days of conference.

## Use of Personal Information & Registration Information

ARCQE is committed to data privacy and protecting your personal information. By registering for the Conference and submitting your email address during the event registration process, you agree that ARCQE and its Conference partners may send you Conference related information. A valid email address is required for all registrations. ARCQE collects the information you have entered during registration in order provide you with access to the Conference platform and materials for your use during and after the Conference for which you have registered, and for administering participation in this Conference. This may include information about the Conference's content, event logistics, payment, updates, and additional information related to the Conference.

By registering for the Conference, you consent and agree that

- (i) ARCQE may use this information to draw door prizes; and
- (ii) ARCQE may use this information to provide you with communications about products and services related to the subject and may provide this information to its Conference

partners, including Conference sponsors/exhibitors and third-party service providers engaged by ARCQE to assist in the delivery of the Conference (e.g., virtual platform provider), who may use this information to send communications to you; and

- (iii) this information ARCQE may be shared with those parties, and the treatment of such information is further subject to the privacy policies of those parties.

You may withdraw consent, request to review or revise information we retain about you by contacting ARCQE at [info@arcqe.ca](mailto:info@arcqe.ca). Should you choose to have your consent withdrawn, please note you will then be ineligible for door prize draws provided for registrants by Conference partners. Except as described herein, ARCQE will not disclose an registrant's personal data to any other third party without your consent except where required to do so by law.

The above provisions are included as part of our registration process to ensure that your registration for the Conference is within the guidelines of international data protection laws. Completion of the online registration acknowledges your consent and agreement with the above provisions.



# PD FUNDING INFO

## ARCQE conference is approved for PD funding, plus Release Time funding for a total of 12.5 hrs!

Eligible registrants can apply to access the funds upon completion of ARCQE conference sessions.

Professional Development (PD) Funding is available to eligible registrants to cover the cost of approved conference registration, up to **\$500/year for all ECEs certified as Level 1, 2 or 3.**

PD funding access has been expanded to all certified staff working in licensed child care programs, including **ECEs working in pre-school programs, and day home providers** working in licensed family day home agencies.

**Release time** is now also available to ECEs so they can be paid while attending approved conferences; ECEs attending approved conferences are eligible to receive \$17.50 per hour (up to 45hrs per fiscal year).

The updated [Alberta Child Care Grant Funding Guide](#) outlines the eligibility and steps needed in order to obtain PD funding. All applications and questions regarding Alberta Child Care Grant Funding can be directed to:

Alberta Child Care Grant Funding Program  
Sterling Place, 9940 – 106 Street  
Edmonton, AB T5K 2N2  
Fax: 780-427-1258

For further information call 1-800-661-9754

Email: [cs.childcarefunding@gov.ab.ca](mailto:cs.childcarefunding@gov.ab.ca)

*\*We strongly encourage those interested in attending and planning on accessing PD funds to submit PD applications as early as possible, as funding might be depleted prior to application deadline.\**

We hope to see you online on  
November 17th - 19th, 2022!

**Register online here!**







