

Learning begins at birth.

Honouring Every Child's Right to
Education From the Early Years Forward

November 19–21, 2026 | Virtual Global Community Event

Three Days of Learning • Connection • Conversation

Global Speakers & Perspectives
Watch in over 40 Languages (subtitles)
Closed Captions Available
Extended Access to Rewatch Sessions

Connect with a global community of early childhood professionals, educators, researchers, leaders, and advocates as we come together to explore children's rights, early learning, and the possibilities that begin at birth.



Welcome to Learning Without Boundaries or Borders!

Your Child Day Conference Experience

We're excited to welcome you to ARCQE's 17th Annual Child Day Conference! This year, we're bringing our community together virtually for three powerful days of learning, conversation, reflection, and connection.

While we may not be gathering in person in the same geographical location as other years, this virtual experience is designed to expand opportunities to connect with educators, researchers, leaders, and advocates from broader early learning communities around the world. Through diverse perspectives, interactive sessions, and shared conversation, we invite you to engage meaningfully, challenge assumptions, reflect deeply, and envision new possibilities together, aimed at enhancing the rights of children!



3 Days. 3 Conversations. One Shared Commitment.

Across three days, we'll explore how children's rights, education, care, policy, and practice intersect — from the earliest moments of life through the systems and relationships that shape children's experiences.



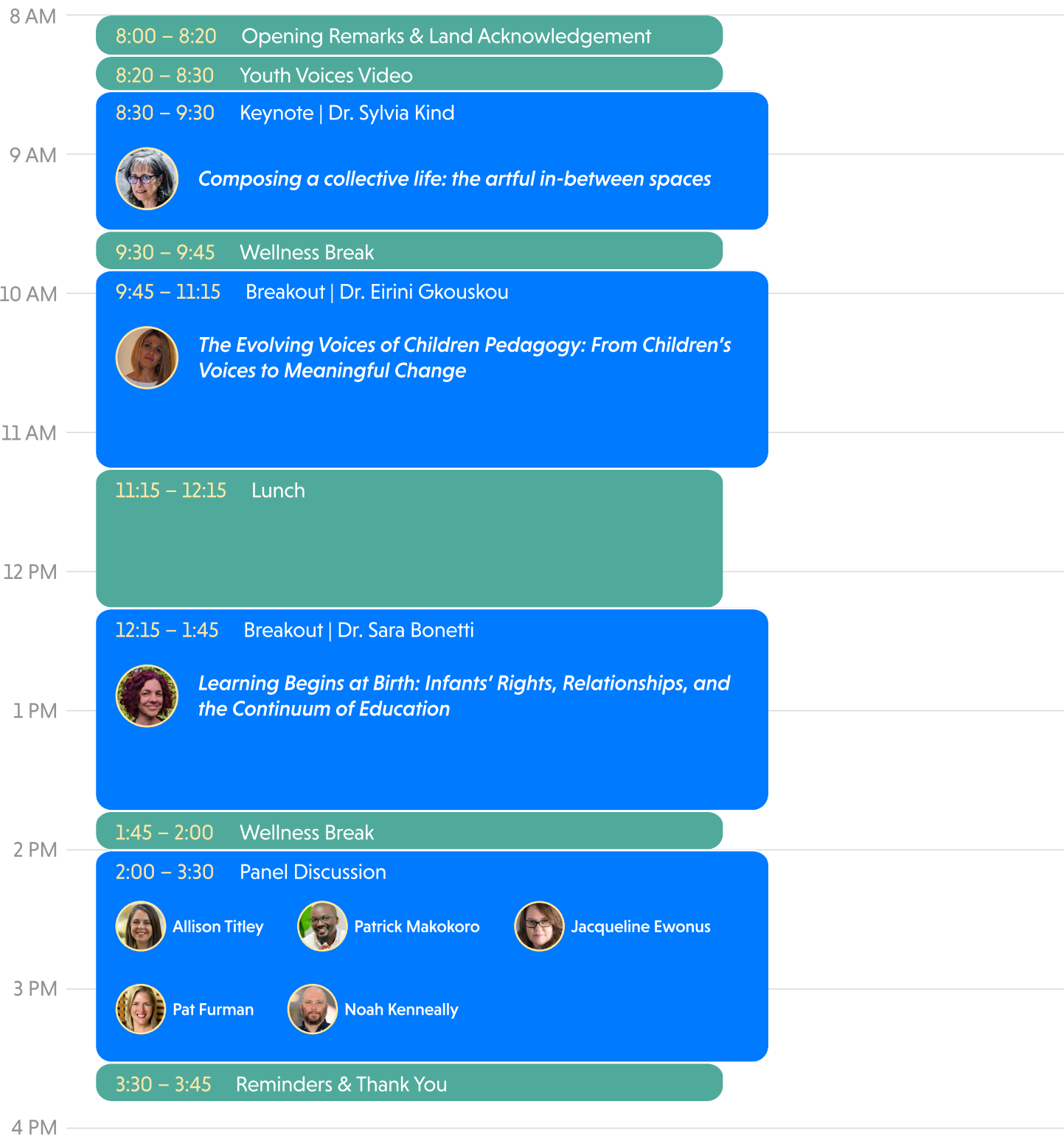
See next page for the full schedule...

DAY 1 | NOVEMBER 19

Sessions At A Glance

Early Learning as a Continuum of Education

Spaces Between that Matter Most



DAY 1 | Speakers



Dr. Sylvia Kind

Keynote

University Instructor and Atelierista at Capilano University

📍 North Vancouver, British Columbia, Canada 🇨🇦

BIO

Sylvia Kind, PhD, is an instructor and atelierista in early childhood education at Capilano University. Her research, artistic, and scholarly work is grounded in a/r/tography, research-creation, and art practice as research. She explores early childhood artistries, co-compositional ecologies of practices, the materialities of artful curriculum-making, and the potentialities of the early childhood studio as a site of relational thinking-making-doing. As an artist, her work is entangled in the artfulness and errant nature of textile work, and processes of being in-the-making alongside children and educators in the early childhood studio, moving in co-responding ways with the emerging ideations and fabrications. She has co-authored the book *Encounters with Materials in Early Childhood Education*, co-edited *Drawing as Language*, and has written several journal articles and book chapters on studio practices in early childhood. She is currently leading an SSHRC-funded project, *Transforming art studio pedagogies through research-creation in early childhood*.

SESSION DESCRIPTION

Composing a collective life: the artful in-between spaces

The opening keynote is an invitation to **consider the artistries of creating a collective pedagogical life together with children and others in early childhood spaces**. Within the context of the early childhood studio and artful curriculum-making with children, Sylvia weaves together the personal and pedagogical, stories of disability, moments of children's artistic engagements, and ways of attuning to multiple ways of thinking, knowing, and being. Co-composing with children, stitching stories, attending to rhythms that are sentient, bodily felt, and listening not only to words spoken but to gesture, touch, and ways of being, difference is enhanced and possibilities enlarged. Working with metaphors of textile work, she presents an invitation to consider teaching and working with young children as a responsive and creative act of composing a richly textured pedagogical life.



Dr. Eirini Gkouskou

Breakout 1

University College London (UCL)/ Bright Start Foundation

📍 London, United Kingdom 🇬🇧

BIO

Dr. Eirini Gkouskou is an **Associate Professor in Early Years and Primary Education** within the Department of Learning & Leadership at the UCL Institute of Education, Faculty of Education and Society, University College London, and a **Senior Fellow of the Higher Education Academy**.

Dr. Gkouskou served as Convenor of the UCL DLL and Bright Start Foundation International Conference. She is also the Founder and Co-Convenor of the Special Interest Group on Professionalism and Leadership in Early Childhood Education under the Bright Start Foundation and currently serves on the Advisory Board of the Bright Start Foundation.

SESSION DESCRIPTION

The Evolving Voices of Children Pedagogy™: From Children's Voices to Meaningful Change

An **interactive introduction to the evolving Voices of Children Pedagogy™ International Initiative**, exploring how children's ideas, experiences, artworks and messages can become catalysts for educator reflection, research, professional learning and meaningful change. Drawing on the initiative's development across 10 participating countries, the session will introduce its evolving international ecosystem, bringing together children, early childhood educators, parents and families, researchers, universities, education leaders, policymakers, advocacy organisations and other partners. Participants will be introduced to the key stages of the evolving Voices of Children Pedagogy™ and explore how children's voices can move beyond simply being collected or displayed to inform educator practice, strengthen children's agency, and contribute to wider community, research and policy dialogue.



Dr. Sara Bonetti

Breakout 2

Sara Bonetti Research Ltd.

London, United Kingdom 🇬🇧

BIO

Dr Sara Bonetti is an **independent researcher with 20 years of experience advocating on behalf of children and families within government, non-profit and research institutions**. She is also a Visiting Scholar at Middlesex University. Her research focuses on policy and leadership in early childhood education and care, with a particular focus on quality, workforce development and systems integration. She is currently Co-I on the Nuffield-funded projects 'Achieving high-quality provision for babies among childminders in England' and The Value of Early Years Qualifications: Quality, Skills & Progression Session

SESSION DESCRIPTION

Learning Begins at Birth: Infants' Rights, Relationships, and the Continuum of Education

What changes when we recognize infants not simply as recipients of care, but as capable learners, active participants, and rights-holders from birth? Drawing on insights from the Baby Room Project, this session explores infancy as a vital part of the educational continuum - one in which learning unfolds through relationships, care, play, everyday encounters, and participation.

Connecting with UNCRC Articles 28 and 29, the session challenges the persistent separation between "care" and "education" and considers how this divide can make infants' learning and contributions less visible. It invites participants to think across diverse cultural and professional contexts and to consider how families, educators, communities, services, and policies collectively shape infants' experiences.

Through research-informed examples, polls, and chat-based reflection, participants will explore what rights-based practice can mean during infancy and consider how we might create greater continuity across the people, places, and systems surrounding young children - beginning from birth.



Jacqueline Ewonus

Panel

Program Director,
SFU Childcare Society

Burnaby, British Columbia, Canada 🇨🇦

BIO

Jacqueline is the **Program Director at SFU Childcare Society in Burnaby, BC**, where she **oversees 20 programs that accommodate 414 children aged birth-12 years, alongside more than 100 educators**. She has a long-standing career in the childcare field, with over 34 years of experience in various roles, including work within the K-12 system, supporting children and families with diverse abilities, and serving as a Licensing Officer. For the past 17 years, she has been an instructor with the Burnaby School District in the Early Care and Education Post Basic Program, teaching Inclusive Practice and Administration. Jacqueline is also a provincial mentor for educators through the BC ECE Professional Development Bursary Program, where she supports the creation of Communities of Practice. She has also served on the board of the Vancouver Reggio Association for the past six years. Jacqueline is a pedagogical consultant who presents at national and international conferences on pedagogical leadership and organizational change.



Pat Furman

Panel

Inspired by Wonder Inc.

Winnipeg, Manitoba, Canada 🇨🇦

BIO

Pat has been **Executive Director of Inspired by Wonder, two innovative and inclusive childcare programs in Winnipeg, Manitoba, for 20 years**. She was a recipient of the 2016-2017 Prime Minister's Award for Excellence in Early Childhood Education, as well the 2020 recipient of the Manitoba Child Care Association, Leader of the Year Award. Pat is the co-chair of the Manitoba Reggio Inspired Coalition of Educators (Manitoba Reggio), is a board member of the Vanier Institute of the family and is part of the Children's Rights working group with the World Forum Foundation. Pat is passionate about the rights of diverse learners. She is often found freezing in various community rinks as all three children play hockey; she loves reading, walking her golden retriever, cross-country skiing, and paddle boarding in the summer.





Allison Titley

Panel

Early Years Teacher with
Edmonton Public Schools

📍 Edmonton, Alberta, Canada 🇨🇦

BIO

Allison Titley is an **Early Learning Professional from Edmonton, Alberta**. She has **experience working with infants, toddlers and preschoolers, as well as school age children**. She holds a diploma in Early Childhood Development from MacEwan University, a Bachelor of Education from the University of Alberta and a Master of Education with a specialization in Early Learning from the University of Alberta. She is passionate about the use of an emergent curriculum in early childhood settings and using technology to help children communicate, collaborate and connect with each other and their communities. She currently teaches Kindergarten with Edmonton Public Schools.



Dr. Patrick Makokoro

Panel

Social Entrepreneur/Educational
Researcher/Consultant

📍 Victoria, British Columbia, Canada 🇨🇦

BIO

Dr. Patrick Makokoro is a social entrepreneur and educational researcher specializing in community development, grant-making, social justice, and early childhood education. **With extensive international experience, he has supported communities to establish early childhood development advocacy networks, co-developed strategic plans for organizations in Canada, USA, and globally, and provided consulting services to major international nonprofits including UNESCO.** He previously served as Regional Director for Africa at Childhood Education International in Washington D.C and founded the Nhaka Foundation, which provides comprehensive early childhood development services to orphaned and vulnerable children in Southern Africa. Dr. Makokoro is an active advocate in the Black Canadian community, working to address systemic inequities and strengthen community support systems. He holds three degrees, including a PhD in Educational Studies from the University of Victoria in Canada. He enjoys playing tennis and going for hikes in Victoria, BC.



Noah Kenneally

Panel

Assistant Professor Early Childhood Curriculum Studies,
Human Services & Early Learning, MacEwan University

📍 Edmonton, Alberta, Canada 🇨🇦

BIO

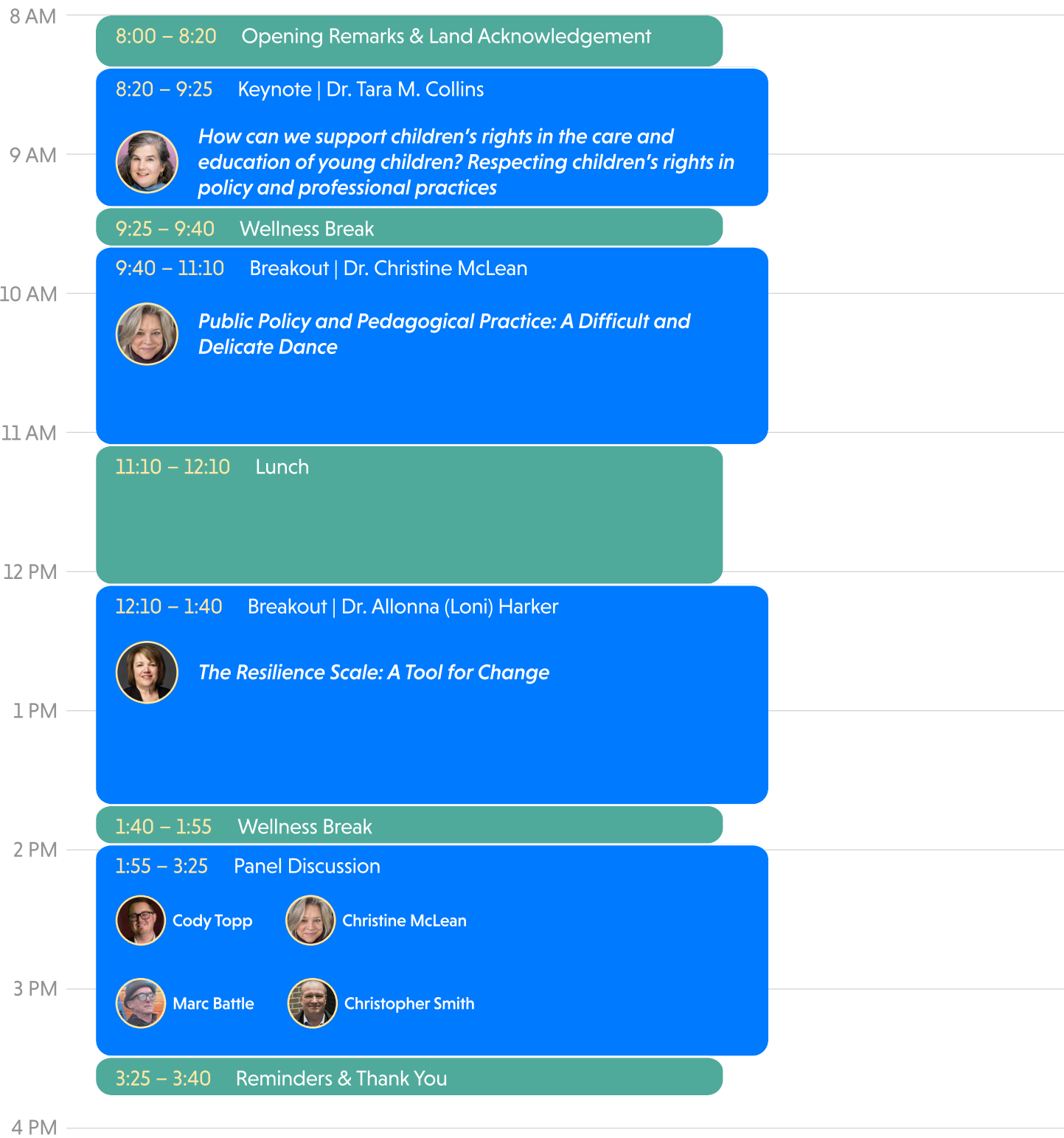
Noah is an Assistant Professor in the Bachelor of Early Childhood Curriculum Studies (BECCS) at MacEwan University. **His research interests include exploring the enormous potential of early childhood communities as sites of social change;** the practical applications of a relational framework for children's rights in early learning contexts; children's understandings of social life; and creative research methodologies. Although he is fairly new to Alberta, Dr. Kenneally worked as an advocate for children and families 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.

DAY 2 | NOVEMBER 20

Sessions At A Glance

Care Is a Right

Challenging the Policies That Leave Children Behind



DAY 2 | Speakers



Dr. Tara M. Collins

Keynote

Professor, Child & Youth Care, Toronto Metropolitan University;
Honorary Professor, Children's Institute, Univ. of Cape Town, South Africa

Toronto, Ontario, Canada 🇨🇦

BIO

Tara M. Collins is Professor in the School of Child & Youth Care at Toronto Metropolitan University (TMU) in Canada. She is Program Faculty with TMU's graduate programs in Early Childhood Studies, Immigration and Settlement Studies, and Policy Studies PhD. In addition, she is Honorary Professor at the Children's Institute, University of Cape Town, South Africa. She has a Ph.D. from the University of London and her professional experience includes: **universities in Canada, South Africa, Brazil, and Ireland; the Canadian federal government, Parliament, and a national non-governmental organization.** Research interests include **children's rights, child and youth participation, and child protection.** She is the Project Director for the International & Canadian Child Rights Partnership (ICCRP)

SESSION DESCRIPTION

How can we support children's rights in the care and education of young children? Respecting children's rights in policy and professional practices

Children's rights including the United Nations Convention on the Rights of the Child ([CRC], 1989) have been around for generations and are often identified in policy documents and resources to support professional efforts concerning children. While we may have posters on our workplace walls highlighting children's rights, **it can be a challenge to understand the CRC and how these rights should frame policy and influence early childhood education and child care.**

Addressing the Day 2 conference theme of care, this presentation **outlines children's rights and how they should connect with policy and influence systems building.** Then a proposal is presented to connect children's rights with our professional attitudes, behaviours, and outcomes in our professional relationships with young children and others. As we celebrate this year's National Child Day and World Children's Day together, the goal is to illuminate children's rights as well as how they are relevant by offering some reflections and ideas for supporting them in professional practices.



Dr. Christine McLean

Breakout 1

Panel

Associate Professor - Department of Child and Youth Study, Mount Saint Vincent University

Hammonds Plains, Nova Scotia, Canada 🇨🇦

BIO

Dr. Christine McLean is Associate Professor in the Department of Child and Youth Study at Mount Saint Vincent University (MSVU) in Halifax, Nova Scotia. Prior to her position at the Mount, **Christine was active in the ECE field in Newfoundland and Labrador for 28 years and has presented at many provincial and national conferences across Canada.** She has been involved with various child care provincial and national organizations and is currently on the National Advisory Council for Early Learning and Child Care; the Nova Scotia ELCC Minister's Engagement Table and the Board of Directors of Canadian Association for Young Children (CAYC). Christine has a Bachelor of Child Study from MSVU, a Bachelor of Education from Acadia University, a Master of Education (ECE) from University of Cincinnati, and a PhD in Early Learning from OISE, University of Toronto.

SESSION DESCRIPTION

*Public Policy and Pedagogical Practice:
A Difficult and Delicate Dance*

Public policy within the context of early learning and child care is inevitable and necessary but can occasionally feel at odds with the pedagogical practices valued by the sector. In an effort to work towards an accessible and affordable child care system, policies related to the structural components of quality such as staff qualifications, ongoing professional learning, and workforce supports can sometimes be compromised. This can result in less than ideal learning and care environments for both children and educators. This session will take a look at some of the ways that policies shape practice, examine both perceived and real barriers that emerge in this regulatory process, and consider ways that early childhood educators can respond while continuing to advocate for quality early learning and care environments.





Dr. Allonna (Loni) Harker

Breakout 2

Scientific Associate with the Palix Foundation

Edmonton, Alberta, Canada 🇨🇦

BIO

Dr. Allonna (Loni) Harker is a Scientific Associate with the Palix Foundation, where **she supports the application of brain science to policy and practice across sectors**. She holds a BSc in Psychology, an MSc in Behavioural Neuroscience, and a PhD in Developmental Neuroscience from the University of Lethbridge.

Loni's research explores the often-overlooked impact of paternal experiences during the preconception period, examining how these early factors shape brain development and behaviour in the next generation. This work aligns closely with the Palix Foundation's focus on prevention and the intergenerational roots of health and resilience.

In addition to her research, **Loni is deeply committed to teaching and knowledge mobilization**. For more than seven years, she has taught at the University of Lethbridge, introducing students to the Brain Story Certification Course in collaboration with the Alberta Family Wellness Initiative (AFWI) and the Palix Foundation.

SESSION DESCRIPTION

The Resilience Scale: A Tool for Change

Resilience is our ability to adapt and remain healthy in the face of adversity. It can be strengthened or weakened throughout life. **Drawing on the science of brain development and the Brain Story, this presentation introduces the Resilience Scale, a powerful tool developed by the Alberta Family Wellness Initiative.**

The Resilience Scale illustrates how three interconnected factors, adversity, positive supports, and skills and abilities, influence our capacity to navigate challenges and shape lifelong physical and mental health outcomes. Negative experiences can tip the scale toward negative outcomes, while safe, stable, and supportive relationships and environments can tip it toward positive outcomes. At the centre, our skills and abilities act as the fulcrum, influencing how much impact adversity has on our lives.

This presentation explores how resilience can be strengthened through relationships, supportive environments, and opportunities to build core life skills. Participants will gain a shared language and practical framework for applying the Resilience Scale across healthcare, education, social services, community settings, policy, and everyday life to tip the scale toward healthier outcomes and meaningful, lasting change.



Marc Battle

Panel

ECE Instructor, Red River College

Winnipeg, Manitoba, Canada 🇨🇦

BIO

Marc is an ECE instructor at Red River College in Winnipeg, who also works with Aboriginal Head Start programs. Marc first worked at Toronto's Children Services, then at the child care centre at Durham College. For 6 years, he taught ECE at Northwest Community College in BC. **Inspired by fellow ECE instructor Joan Turecki, he became interested in emergent curriculum, which builds on the children's interests, and in incorporating a more artistic approach to child care programs.** He has been at Red River College since 2002. Marc is a passionate speaker on a variety of topics including risky play, rich learning environments, quality interactions, inclusion, and guiding children toward discovery of their full potential.



Christopher Smith

Panel

Associate Executive Director,
The Muttart Foundation

📍 Edmonton, Alberta, Canada 🇨🇦

BIO

Dr. Christopher Smith is the Associate Executive Director for the Muttart Foundation, a private charitable foundation based in Edmonton. **Christopher serves on the Steering Committee for the Community University Partnership for the Study of Children, Youth and Families at the University of Alberta and is a member of the Edmonton Council for Early Learning and Care.** In Fall 2022, he was appointed to the National Advisory Council on Early Learning and Child Care which provides advice to the Federal Minister of Jobs and Families on Canada-wide early learning and child care system building. He formerly served as a member of the National Expert Panel on Early Learning and Child Care Data and Research from 2019 - 2021 which provided advice to federal ministers Yves Duclos and Ahmed Hussein. He is the former chair of the Success by 6 Council of Partners for the Alberta Capital Region.



Cody Topp

Panel

School Age Care Advocate, CEO of TOPP KIDS Out of School Clubs/ELCC & Community Development/ TOPP KIDS Foundation/ SACDA, Canada's Top 40 Under 40 Honoree

📍 Calgary, Alberta, Canada 🇨🇦

BIO

CEO at TOPP KIDS Out Of School Clubs / Chair of TOPP KIDS Foundation

Cody is CEO of TOPP KIDS Out Of School Clubs and ELCC & Community Development, Chair of the TOPP KIDS Foundation, and Chair of the School Age Care Directors Association (SACDA), Alberta's provincial advisory body for school-age care. Across these award-winning organizations the conviction is the same: that school-age care deserves to be treated as a profession, not an afterthought.

Across nearly two decades in the sector, **he has worked through policy, advocacy, professional development, and cross-sector partnerships, and hosts Canada's largest school-age care conference, bringing educators together from across the country each year.** He serves with the Alberta Leaders' Caucus and the Canadian Childcare Federation, advocating for stronger standards of care nationally.

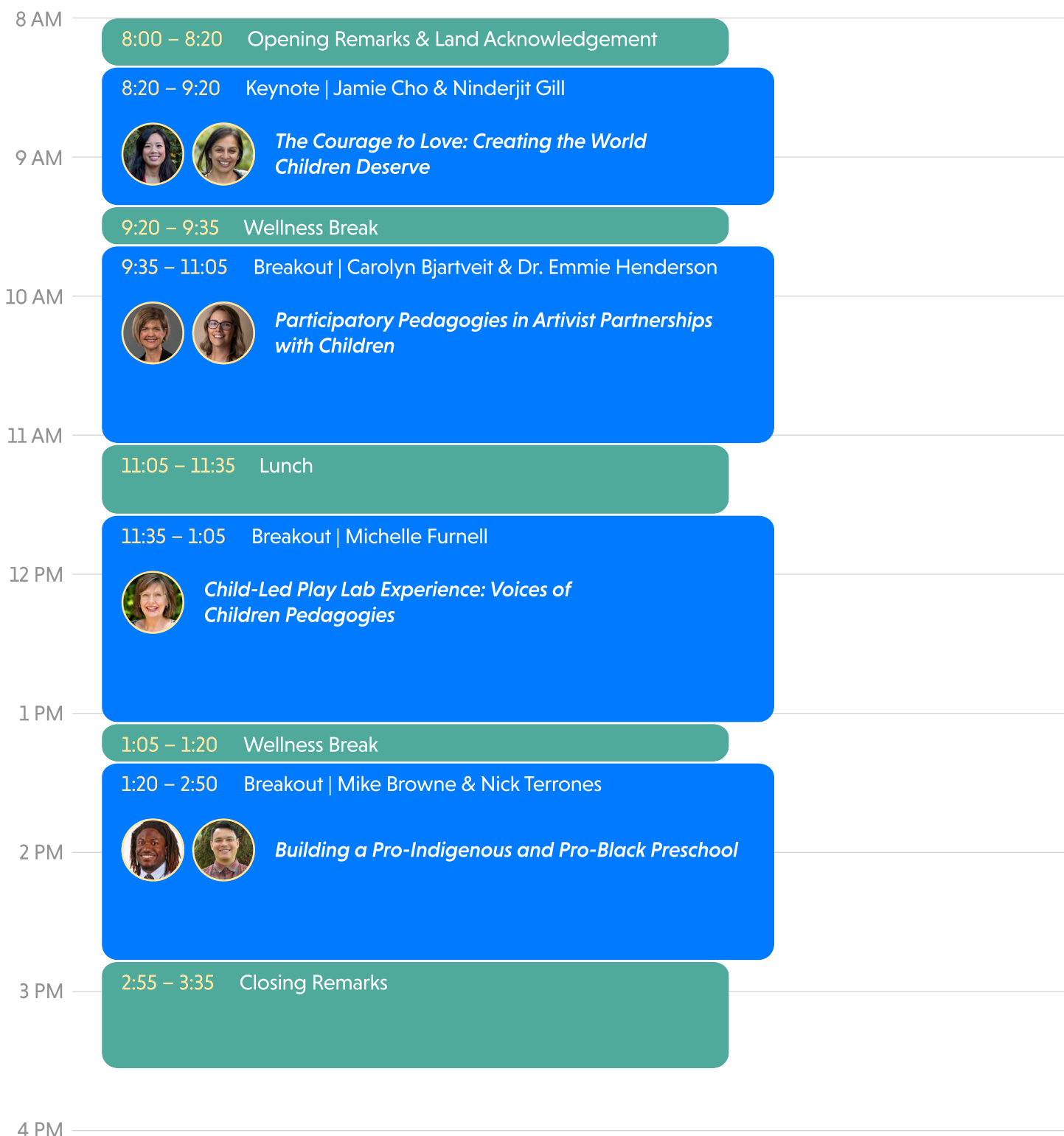
Ask him what it's all for and the answer stays small: the educators doing the daily work, and the children who walk through the door and should feel, every time, like they belong.

DAY 3 | NOVEMBER 21

Sessions At A Glance

Mighty Learners, Mighty Citizens

How Rights of Children are Shaped, Shared, and Sustained



DAY 3 | Speakers

Keynote



Jamie Cho Ph.D.

Faculty of UW Bothell and
North Seattle College

Seattle, Washington, USA 🇺🇸

BIO

Jamie Cho, Ph.D. is a consultant, and faculty at UW Bothell and North Seattle College. Her scholarship in education focuses on creating joyful, equitable, and just learning experiences for all children that honors their identities, histories, and lived experiences. An early interventionist, inclusion specialist, teacher educator, field supervisor, researcher, and parent educator, she draws from her varied experiences to translate theory into practice toward realizing just educational systems.



Ninderjit Gill

Tenured Faculty, Early Childhood Education,
North Seattle College

Seattle, Washington, USA 🇺🇸

BIO

Ninderjit Gill (pronounced Nin-der-jeet) is a tenured faculty member at North Seattle College, where she teaches in both the AAS and BAS Early Childhood Teacher Preparation programs. Ninderjit's focus is on preparing anti-bias anti-racist early learning professionals to support the developmental, cultural, and social-emotional needs of young children and engage in meaningful and impactful relationships with their families. She also served as the Executive Director of the Washington Association for the Education of Young Children (WAEYC), leading efforts to strengthen the early childhood field through advocacy, professional development, and community engagement, specifically addressing language justice and choice for early learning professionals.

SESSION DESCRIPTION

The Courage to Love: Creating the World Children Deserve

We often say that children need love. But what if love is more than kindness, compassion, or caring relationships? What if love asks something more of us?

Drawing from Dr. Martin Luther King Jr's vision of beloved community, **this keynote explores love as a courageous practice that calls us beyond caring for individual children toward transforming the conditions that shape their lives.** Together we will examine how love invites us to question inequities, imagine new possibilities, and act with courage in the pursuit of belonging, dignity, and justice. Through stories, reflection, and dialogue, participants will consider how everyday decisions, relationships, and systems can become expressions of love that help create the world every child deserves.

Breakout 1



Dr. Carolyn Bjartveit

Associate Professor at
Mount Royal University

Calgary, Alberta, Canada 🇨🇦

BIO

Dr. Carolyn Bjartveit, Associate Professor, Bachelor of Child Studies, Mount Royal University, Calgary AB

Carolyn is coordinating the Bachelor of Child Studies, Early Learning and Child Care Program. **Her teaching experience spans from pre-k to post graduate levels in Early Childhood Education (ECE). Carolyn's teaching and research examines how historical, philosophical, and cultural perspectives shape early years learning and education.** Her areas of research include the history and philosophy of ECE, cultural and curriculum studies, inclusive practice, and child-activism through the visual arts (Artivism).

Through her work, Carolyn explores how creative and inclusive pedagogies can foster equitable and meaningful learning experiences for young children.



Dr. Emmie Henderson

Assistant Professor at
Mount Royal University

Calgary, Alberta, Canada 🇨🇦

BIO

Emmie Henderson-Dekort, PhD, Assistant Professor, Bachelor of Child Studies, Mount Royal University, Calgary AB. **Emmie teaches in both early learning and child and youth care courses, her research focuses on children's rights, and meaningful participation in research, policy, and practice.** She uses participatory action research (PAR) and arts-based methodologies to explore how children and youth can be recognized as knowledge holders and active contributors to social change. Grounded in the United Nations Convention on the Rights of the Child, her scholarship examines children's participation in decision-making and rights-based approaches.

Through collaborative partnerships with community organizations, educators, and young people, Emmie's work seeks to challenge adult-centric systems and promote more inclusive, equitable, and child-centred policies and practices.

SESSION DESCRIPTION

Participatory Pedagogies in Activist Partnerships with Children

In unpredictable times our research amplifies young children's voices and affirms their right to engage in social issues such as homelessness, climate change, and social exclusion through dialogue and artmaking. Felten's (2013) principle of "partnership with students," and Wall's (2026) concept of "childism," provides a framework for reducing adult-child power imbalances, exploring new pedagogies, and creating innovative research spaces where children take on roles as activists and primary researchers. In this session, **we describe how shifting from a self-study research method in our study's early phases to a pilot form of participatory action research using a pedagogical tool called a Living Wall strengthened adult-child partnerships, supported children's active engagement with social injustice, and expanded their roles as researchers.** The study findings challenge dominant assumptions about children's limited capabilities and offer new and exciting possibilities for research and pedagogical practices grounded in relational practice and equal adult-child partnerships.



Michelle Furnell

Breakout 2

International Early Childhood & Inclusion Specialist, Founder - PIECES Framework, Advisory Council Member - Bright Start Foundation

📍 Queensland, Australia 🇦🇺

BIO

Michelle Furnell is an **international early childhood and inclusion specialist with over 25 years' experience across Australia, the Middle East, China and Europe**. She holds a Master of Education (Special Education) and has worked extensively with schools and education systems to strengthen inclusive practice, early identification and purposeful teaching.

Michelle is the Founder of the PIECES Framework, a reflective teaching model used internationally to support critical reflection and inclusive practice for neurodiverse learners. She currently serves on the Advisory Council of the Bright Start Foundation, contributing to the evolving Voices of Children Pedagogy™ Initiative, which places children's voices, agency and participation at the heart of learning and educator reflection. A certified Gallup CliftonStrengths Coach, Michelle is recognised for translating complex concepts in child development and inclusion into practical, accessible approaches that empower educators and families to better understand and support every child.

SESSION DESCRIPTION

Child-Led Play Lab Experience: Voices of Children Pedagogies

What happens when educators experience before they observe, notice before they interpret, and reflect before they respond?

This interactive online Child-Led Play Lab, developed as part of the evolving Voices of Children Pedagogy™, **invites participants to step beyond the traditional presentation and experience child-led exploration first-hand.**

Using simple, accessible and open-ended materials within their own environments, **participants will engage in a shared experience before moving through a facilitated journey of noticing, reflection and dialogue.**

Together, we will explore what play can reveal about children's agency, creativity and ways of making meaning, while reflecting on the role of the adult: when to observe, when to engage, when to step back, and how what we notice can inform our practice.

Come ready to play, notice, question and reflect.

Breakout 3



Michael S. Browne, MBA

Educator, Coach, Consultant, and Storyteller, NAPCAST Podcast Host

📍 Seattle, Washington, USA 🇺🇸

BIO

Mike Browne (he/him) is a **New York–raised Afro-Caribbean educator, coach, consultant, and storyteller**. He co-hosts Napcast, a podcast on early learning, race, and social justice, and Parallel Play, the Office of Head Start's national podcast on toddler development. A former tap dancer and collegiate athlete, Mike lived and worked in London, Spain, and across the U.S., bringing a justice-centered, relational approach to early learning. **He centers his work on ancestral wisdom with a modern twist, adapting the lessons of the past to guide children, families, and educators in reclaiming culturally grounded practices and joy in learning today.** Tune into Napcast wherever you get your podcasts, and follow on Instagram @napcast206



Nick Terrones

Educator, Author & NAPCAST Podcast Host

📍 Seattle, Washington, USA 🇺🇸

BIO

Nick Terrones is a **descendant of the Chumash people in Southern California (Los Angeles Basin), as well as of Mexican heritage**. Nick served as the program director of Daybreak Star Preschool, an Indigenous-based preschool, and currently is the Director of Community Relations in the College of Education at the University of Washington overseeing the development of a community-based early learning resource hub. He has been an Early Childhood Educator for over 18 years, 14 of those years specializing in toddler development and education at Hilltop Children's Center. He holds a B.A. in Early Childhood Education and a Masters in Indigenous Education, with a focus on Indigenous Resurgence through Land-based Curriculum and learning in early learning settings. Additionally, Nick co-hosts a podcast called Napcast with his pal Mike Browne and has published a book called A Can of Worms: Fearless Conversations with Toddlers.

SESSION DESCRIPTION

Building a Pro-Indigenous and Pro-Black Preschool

What would it look like if we built a preschool that was Pro-Indigenous and Pro-Black? A place where our voices, our peace, our humanity wouldn't have to be sought after because it's already uplifted. A place where our minds, bodies, and souls can be at ease. A place where our dream doesn't shrivel up like a raisin in the sun. In this session, we'll converse on what our schools could do (and stop doing) in order to remember life before colonization for our BIPOC children.

After all, Black liberation and Indigenous sovereignty doesn't just have to be a poster on your wall...it can be a reality.

Seeds We're Planting (Learning Objectives). **By the end of this session, participants will:**

- **Unearth the colonial assumptions that continue to shape early childhood education.**
- **Imagine what becomes possible when Black liberation and Indigenous sovereignty are treated as guiding principles rather than aspirations.**
- **Examine classroom practices, environments, and relationships through a Pro-Indigenous and Pro-Black lens.**
- **Plant one concrete commitment that helps children experience belonging, cultural pride, joy, and collective care every day.**

Register Early & Save!

Registration	Early Bird	Regular	Early Bird Savings
Individual	\$249	\$299	Save \$50
Group of 5	\$895	\$1,120	Save \$225
Group of 10	\$1,680	\$2,000	Save \$450
Student Special Rate		\$175	

Early Bird Ends: October 19, 2026

Bring Your Team & Save

5 people: just \$224/person

10 people: just \$200/person

From Regular Pricing column, save more with Early Bird.

Register early. Bring your team. Save more. Learn together.

Click Here To Register

The 2026 Child Day Capsule Collection!



Inspired by children's voices and their right to education, this limited-edition collection celebrates "Learning Begins at Birth" and supports children's rights.

This year's collection is inspired by the theme **"Learning Begins at Birth" – Honouring Every Child's Right to Education From the Early Years Forward**, reflecting UNCRC Articles 28 & 29 (the Right to Education and the Aims of Education), in celebration of Child Day.

This year's collection is evolving. We're building on our existing "Learning Begins at Birth" designs and bringing them to more items, so there are new ways to wear the theme and show your support for children's right to learn from the very beginning.

All proceeds will be donated on behalf of this community to the **Landon Pearson Centre for the Study of Childhood and Children's Rights**, an organization dedicated to advancing the rights and well-being of children through research, education, and advocacy.

Support ARCQE's Child Day Conference by wearing or using an item from the Capsule Collection leading up to ARCQE's conference. Use the hashtags **#ChildrensRights** and **#ChildDayConference** on social media to show your commitment.

ARCQE is excited to release our 2026 limited edition Capsule Collection!

Link to Purchase Below

[Shop The Collection](#)

Our New & More Robust Virtual Conference Platform

RingCentral

Your conference experience will take place on RingCentral Events, our virtual conference platform. Think of it as your digital conference space, a place where you can move between sessions, connect with other participants, engage with speakers, and access conference materials.

Through RingCentral Events, you'll be able to...



Attend Keynotes & Featured Sessions

Join inspiring speakers and thought leaders as they share research, experiences, stories, and perspectives from around the world.



Participate & Connect

Use the chat, Q&A, polls, and interactive features to share your thoughts, ask questions, and engage with speakers and fellow participants.



Experience Global Perspectives

Hear from speakers and presenters representing different communities, cultures, countries, and areas of expertise. Our virtual format allows us to bring voices and perspectives into the conversation that may not otherwise be in the same room.



Learn Across Languages

Take advantage of RingCentral's language accessibility features to help make the conference more inclusive and accessible to our global community. AI-powered translation and captions.



Explore the Virtual Conference Space

Visit speaker sessions, panels, networking opportunities, exhibitor areas, and other conference resources, all from one online platform.



Learn Beyond the Live Event

Your conference experience doesn't have to end when a session does. With extended access to recorded sessions, you'll have additional time to revisit presentations, catch sessions you may have missed, and return to ideas that sparked your thinking.

A Few Tips for a Great Experience

Find Your Space



Choose a comfortable space where you can focus and participate. Headphones can be helpful if you're joining from a busy environment.

Check Your Technology



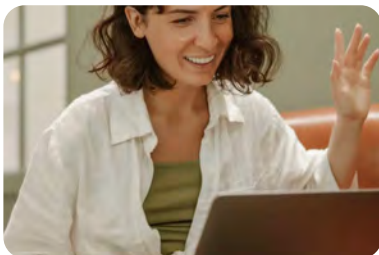
Before the conference begins, make sure you have a reliable internet connection, working audio, and a charged device. We also recommend using an up-to-date version of your web browser.

Come Ready to Reflect



Keep a notebook or your ARCQEives journal. We will send a digital version out to all delegates. Jot down ideas, questions, quotes, resources, or moments that make you pause and think.

Get Involved



A virtual conference is more meaningful when you participate! Use the chat, Q&A, polls, and discussion opportunities to share your perspective and connect with others.

Make Time for Connection



Although we're joining from different places, we're still part of one community. Take opportunities to introduce yourself, connect with other participants, and engage in conversation.

Take Breaks



Step away from your screen during scheduled breaks. Stretch, grab your favourite warm beverage, get some fresh air, and give yourself time to recharge.

Your Conference. Your Pace. Your Community.

Whether you join every session live, participate in the conversations, revisit recordings afterward, or simply take away one idea that changes the way you see your work – we hope this conference gives you opportunity to learn, connect, and imagine what is possible when we honour every child's right to learn from the very beginning, across all geographical boundaries and perspectives.

Welcome to ARCQE's 17th Annual Child Day Conference. We're so glad you're here.

Learning begins at

birth

Three days of global voices, diverse perspectives, and meaningful conversations about the rights of every child.

Where will you be joining from?