**New Horizons: Exploring the Landscape of Equity in the Early Years**

**SESSION B**

**11:15-12:30**

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|  | **PRESENTER NAME(S)** | **TITLE OF SESSION** | **SUMMARY OF SESSION** |
| 1 | Michael Mohammed | The Intersection Between Pedagogical Documentation and Anti-Oppression | During this session, participants will explore how our biases and assumptions impact how we engage in the pedagogical documentation process. In this session we will critically analyze our own bias and learn strategies on how to document through an anti-oppressive lens. |
| 2 | Laura Collins and Angelo Mizzi | Coding Through An Equity Lens | It is more important than ever before for our students to create their own content in order to become competent 21st century learners. Often referred to as the new literacy of our modern learning environment, coding allows our early learners to develop their metacognitive and problem-solving skills. Yet, for many students, limited access to technology, resources, and exposure to rich learning experiences prior to school entry, are barriers that begin a cycle where achievement potential and growth decline exponentially for students. Learn how both unplugged and plugged coding can not only develop spatial awareness, but also develop our early learners’ ability to increase vocabulary, sequence, retell, read code, and make further connections to literacy through culturally relevant and responsive pedagogy. Participants will discuss what it means to code through an equity lens and what to consider when planning coding activities. Participants will be provided with first hand examples of equitable coding and a hands-on opportunity to explore, play, and make curriculum connections. |
| 3 | Nancy Angevine-Sands and Michelle Munroe | Culturally Relevant and Responsive Family Engagement | This session will examine the importance of engaging all families in their children's learning. We will share effective strategies for including family culture and beliefs in building meaningful school-home partnerships.  |
| 4 | Jennifer Dumas and Laurel Mouland | The Power of Text: Leveraging CRRP Texts to support programming in English and French classrooms | This session will explore how to select and design instruction using rich texts that align with the lived experiences of our learners. Educators will be given an opportunity to engage with culturally relevant and responsive texts and make connections to Early Years programming. Using a culturally relevant lens, we will share examples of how we can leverage a text to maximize inquiry and play-based experiences in and outside of the primary classroom. This session will be delivered in English but will use materials applicable to English and French Immersion contexts.  |
| 5 | Chelsea Attwell, Allison Rutherford and Daniel Jeffers  | Through Using Community as Inquiry | In this session participants will discuss and reflect on why it is important to know the community outside the school, consider how the school community can collaborate with community stakeholders to plan and co-facilitate a community walk and consider multiple ways the local community can be used as inquiry back in the classroom. Through this discussion participants will consider how exploring the local community can help educators to better understand the lived realities of their students and begin to build a rich inquiry based program that reflects the students and families experiences.  |
| 6 | Pauline Dekker and Anna Lin | Come to Your Senses - Creating a Sensory Inclusive Classroom | The environment is a powerful tool to calm or alert the sensory system when facilitating student learning and participation. Sensory self-regulation is essential for students to maintain attention and focus required for learning. This presentation will provide an overview of the sensory systems and sensory self-regulation. Strategies for implementing a sensory friendly environment for diverse learners will be discussed. Participants will be provided with resources to assess their classroom environment(s) from a sensory perspective.  |
| 7 | Paula Campbell and Jana Leggett | Oral Language: Building the Foundation for Reading-What you need to know for your classroom? | Effective oral language instruction that honours students’ lived experiences lays the foundations for reading comprehension and written expression. In this workshop, educators will have an opportunity to examine their biases around oral language in particular the selection and intentional instruction of critical vocabulary linked to academic success and culturally relevant practices. Evidence-based strategies for vocabulary instruction integrated with Early Years pedagogy and the threads of inclusive design will be shared. Authentic examples from Kindergarten classrooms will provide educators the tools and strategies for What you Need to Know in your classroom to develop strong Oral Language Skills for our youngest learners. |
| 8 | Pina Claus and Kathy Pacheco | Exploring Our Expectations About Behaviour and Self-Regulation: Building Inclusive Classrooms Where Everyone Belongs | It is critical that we understand the diversity of our student's experiences and narratives as we plan for their success in the classroom. A partnership between home and school promotes student success. This workshop will build awareness of how early childhood experiences, social identities and their intersectionality can impact student behaviour. Strategies to promote positive relationships and self-regulation skills shared will be applicable to both home and school settings. |
| 9 | Beryl Cohen | Using self-portraits to explore identity/intersectionality | Teachers will take on the role of student. Using picture books and images from media we will explore several ways of representing self and family. Choice of materials and techniques, including the use of a variety of iPad applications will further enhance exploration of personal identity. A celebration of learning will culminate with a gallery walk where we will co-create comments to support creativity and to help prompt risk taking.  |
| 10 | Sherry Raffalovitch and Allison Kennedy  | All Students Reading | All Students Reading! Did you know that there are language and literacy skills that students need to acquire before they are ready to learn to read? Join our session that will provide evidenced based information about the skills that students need to develop to support your authentic language and literacy conversations with your students. We will provide strategies that consider student voice to support incidental and intentional language and literacy interactions in your Kindergarten classroom. A skills inventory will also be provided to support your pedagogical documentation of the development of literacy behaviours. Come and learn about what ALL of your readers need to become successful readers! |
| 11 | Melissa Somer | Native Families representation and engagement | This session will focus on indigenous ways of knowing. The session will offer opportunities to provide enriching experiences with a home-school connection that creates conditions for cultural understanding and equitable environments. There will be sample works from students showing their understanding and comprehension of exposure to text with historical significance to residential schools. The session will also include examples of dramatic play and literacy focused inquiry for both the indoor and outdoor environment. Resources will be provided to help connect with the community as well as local agencies for extended support. |
| 12 | Lana O'Reilly and Sanchita Joshy | Fostering Environments and Relationships that Support Learning Interactions | INQUIRY is all about wondering, hypothesizing, questioning and discovering answers to those questions; it is about deep thinking and reflection. Inquiry can be both child driven and teacher driven. The most powerful inquiries are child driven, by their interests and are supported and extended by the educatorsHow this can come about is by having an environment that is stimulating and thoughtfully put together, using materials that are open ended to engage children’s imaginations, and which helps nurture relationships with materials, other children, educators and parents. Since children learn best (and often only) when it is meaningful for them, we will show how we use materials that are relevant to the children to develop their thinking and their skill sets. We will share our stories and strategies that demonstrate student engagement. We will also share some of our learning that our Kindergarten Grade Team experienced through our own educator inquiry into the environment as the third teacher. |
|  | Ilana David | Celebrating Gender and Sexual Diversity in Early Learning Environments  | Mainstream conversations often reinforce traditional gender roles and exclude or stigmatize LGBTQ+ identities, particularly when these conversations involve young children.  Early learning professionals are in an ideal position to help create environments in which gender and sexual diversity is normalized and all children feel affirmed and celebrated, thereby laying a foundation for more inclusive classrooms across their school careers.  This session will focus on tools and strategies to help challenge gender stereotypes, create LGBTQ+ inclusive spaces, and engage families and communities in the conversation. |