

Conference Program

The 12th Conference of Reconceptualizing Early Childhood Research, Theory, and Practice

“Troubling Identities”

**Oslo University College
Oslo, Norway
May 24 – 28, 2004**

Monday, May 24, 2004

- 4:30 p.m. – 5:30 p.m. Registration and Welcome Reception**
- 5:30 p.m. – 7:30 p.m. Opening Plenary Session: What is Reconceptualizing?**
Location:
Participants: To be announced

Tuesday, May 25, 2004

- 9:00 a.m. – 11:00 a.m. Plenary Session: Quality and Foucault – Troubling the Identities of Norwegian Barnehagene og Småskoler**
Location:
Participants: *Jeanette Rhedding-Jones, Oslo University College, Norway*
Pål Emil Dingstad & Mette Vaagan Slåtten, Oslo University College, Norway
Nina Rossholt, Oslo University College, Norway
Annbjørg Håøy, Oslo University College, Norway
- 11:00 a.m. – 11:15 a.m. Coffee Break**
- 11:15 a.m. – 12:45 p.m. Session 1 (90 minutes)**
- 1:A The Child and the Institution**
Location:
Participants: Power and marginalization in the kindergarten – Understanding these processes as transference of cultural capital, discourse, or children’s culture, *Tomas Ellegaard, Roskilde University, Denmark*
“She’s always been, what I would think, a perfect day-care child”: Constructing the subjectivities of a New Zealand child, *Judith Duncan, University of Otago, Dunedin, Aotearoa/New Zealand*
Institutions and identities – Homo institutionalitis, *Erik Sigsgaard, Centre for Institutional Research, Copenhagen, Denmark*

1:B National Imaginaries: Discourses of the New Child in Educational Policies and Practices

Please note: this is a two-part session continued in Session 2 below

Location:

Participants: Developing backwards and forwards – contemporary U.S. practice in foreign language teaching as a nexus of conflicting imaginaries, *Dory Lightfoot, University of Wisconsin-Madison, USA*

The “competent child” and its inclusions/exclusions in times of restructuring in early childhood education, *Anne-Lise Arnesen, Oslo University College, Norway*

The indigenous foreigner, John Dewey in Turkey: The construction of childhood in Turkey after 1924, *Sabiha Bilgi, University of Wisconsin-Madison, USA*

The new educated child and parent in Taiwan — entrepreneurial, free, and able to choose, *I-Fang Lee, University of Wisconsin-Madison, USA*

1:C Strangers in Development

Location:

Participants: Mena, ka taka te whanau, na wai hei tiaki te tamaiti (If the family fails, who will nurture the child?), *Kura Paul, University of Waikato, Hamilton, Aotearoa/New Zealand*

Bent over backwards: The difficult position of being the single parent of a child with special needs, *Leigh O’Brien, Nazareth College, New York, USA*

Mind the Gap! Exploring reasons for parents’ and children’s feelings of estrangement in early childhood education, *Marit Åbotnes, Stavanger University College, Norway*

1:D Teaching and Learning Across Race Lines

Location:

Participants: “Talking to children is the most important thing”: Challenging assumptions about working class Latina teachers in the early childhood class location, *Gay Wilgus, The City College of the City University of New York, USA*
Experiencing early childhood theories in practice: Minority women teacher candidates in advantaged nursery schools, *Vicki Garavuso, The City College of the University of New York, USA*
Minority parents talking about children: Considering troubling identities in multicultural contexts, *Aslaug Andreassen Becher, Oslo University College, Norway*

12:45 p.m. – 2:00 p.m. Lunch

2:00 p.m. – 3:30 p.m. Session 2 (90 minutes)

2:A Power and Resistance in Young Children's Lives

Location:

Participants: Funny stuff: Learning to teach with and about humor, *Lorraine Harner, Bank Street College of Education, New York, USA and Madeline Grumet, The University of North Carolina at Chapel Hill, USA*

The practice of everyday life in preschools: Teachers' power vs. children's resistance, *An-Chi Lin, Arizona State University, USA*

2:B National Imaginaries: Discourses of the New Child in Educational Policies and Practices

Please note: this is a two-part session beginning in Session 1 above

Location:

Participants: The cosmopolitan and normal child, *Taina Collazo, University of Wisconsin-Madison, USA*
New mathematics reforms in Taiwan: The constructivist child, *Chao-Ling Tseng, University of Wisconsin-Madison, USA*

Blair's Education Act 2004 and Bush's No Child Left Behind: Troubling identities in the rhetoric of reform and policy in the UK and the US – the marketized child, *Ruth Peach, University of Wisconsin-Madison, USA*

The susceptible child, medicalized, examinable, and genetically knowable, *Dar Weyenberg, University of Wisconsin-Madison, USA*

2:C Meaning and Indigenous Cultures

Location:

Participants: Kaupapa Maori learning and assessment framework development, *Lesley Rameka, University of Waikato, Hamilton, Aotearoa/New Zealand*
Learning to be Navajo: Navajo children's conceptualization of nation and citizenship, *Kathryn Manuelito and Hong-Ju Jun, Arizona State University, USA*
Who is the child of 'early childhood'? *Sandy Farquhar, Auckland College of Education, Auckland, Aotearoa/New Zealand*

2:D Postmodern Theory and Action Research in Early Childhood Education

Location:

Participants: Linking postmodern theory to early childhood teacher education: Action Research on a language and literacy course, *Celia Genishi, Shin-ying Huang, Tamara Glupczynski, Teachers College, Columbia University, New York, USA*
Reconceptualizing the identity of the teacher-researcher, *Tara Lencl, Motoko Fujiu, Micaela Boas, Teachers College, Columbia University, New York, USA*

2:E Crisis and Integration

Location:

Participants: Cultural brokering in early childhood: A case study of children in Mandarin-speaking Chinese families in the U.K., *Zhiyan Guo, Manchester Metropolitan University, England*
Mapping the life experience of refugee and immigrant families with preschool children, *Darcey Dachyshyn, University of Alberta, Edmonton, Canada*
Cyprus enters the European Union: Identity shifting? *Eleni Loizou, Intercollege, Nicosia, Larnaca, Cyprus*

3:30 p.m. – 3:45 p.m. Coffee Break

3:45 p.m. – 5:15 p.m. Session 3 (90 minutes)

3:A Hegemonies in Early Childhood Education

Location:

Participants: Troubling identities as a researcher within the multicultural field, *Ann Merete Otterstad, Oslo University College, Norway*
The paradox of our times: Cultural and educational disconnect of the No Child Left Behind Act, *Birgitte Gade Brander and Melissa Saul, Washington State University, USA*
Picturing early childhood education as imperialist entity, *Rich Johnson, The University of Hawai'i, USA and Jennifer Sumsion, Macquarie University, New South Wales, Australia*

3:B Gender and Identity

Location:

Participants: The changing identity of an educational domain, *Pauline Schreuder, University of Groningen, The Netherlands*
Girl power: It's hard to get and at what cost, *Sue Grieshaber, Queensland University of Technology, Brisbane, Australia*
(Re)conceptualizing social relations among boys in day-care, *Randi Dyblie Nilsen, Norwegian University of Science and Technology, Trondheim, Norway*

3:C Shifting Voices From Margin to Center

Location:

Participants: "But we may teach them more": Prospective teachers of color and new immigrants trouble traditional early childhood boundaries, *Rachel Theilheimer, Borough of Manhattan Community College, New York, USA and Georgenne Weisenfeld, Maryland, USA*
The mimic men: An analysis of the experience of foreign graduate students in early childhood education in the USA, *Fikriye Kurban, Arizona State University, USA*
Listening to infants' teacher-caregivers: Voices often silenced in the child care arena, *Marjorie Goldsmith, The Rockefeller University Child and Family Center, New York, USA*

3:D The Making of the Child

Location:

Participants: Gift-wrapped from God? Genius, history and the impossibility of the child/adult binary, *Bernadette Baker, The University of Wisconsin-Madison, USA*
What's the trouble about identity? *Liane Mozère, University of Metz, France*

Wednesday, May 26, 2004

9:00 a.m. – 2:00 p.m. **Visit School and *Barnehager***
Lunch on your own

2:00 p.m. – 4:00 p.m. **Session 4 (120 minutes)**

4:A Oh My! Troubling Shame, Loss and Phantasy in Early Childhood

Location:

Participants: The role of shame in identity and learning, *Gail Boldt, The University of Iowa, USA*
Through a glass darkly: Troubling memories of loss, desire, belonging, and lack, then and now, *Michael O'Loughlin, Adelphi University, New York, USA*
Alice through the looking glass: The container and the I of the beholder, *Karen Lombardi, Adelphi University, New York, USA*
"Two is the beginning of the end": An exploration of the capacity to mourn childhood through the tale of Peter and Wendy, *Erica Simiu-Haviv, Adelphi University, New York, USA*

4:B The Researcher and the Research, Troubling Questions

Location:

Participants: Race, power, and identity: Issues for qualitative researchers in early childhood education, *Gina Barclay-McLaughlin and J. Amos Hatch, University of Tennessee, USA*
How to trouble ourselves: A case for white-American teacher educators, *Jennifer Adair, Arizona State University, USA*
Troubling the concept of cultural identity in teacher education, *Karin Elise Fajersson, Oslo University College, Norway*
Who am I one year after the master's degree? Troubling identities in relations to ethics and in practices in a Norwegian day care centre, *Camilla Eline Andersen, Dynekilen Daycare Centre and Oslo University College, Norway*

4:C Troubling Identities *Doing* (Feminist) Poststructural Practice Within Early Childhood Education and Teacher Education

Location:

Participants: “Maybe somebody knows what it is... but no one knows what it can turn into” – Pre-school children and teachers negotiating meaning in a signifying practice of creative work, *Ulla Lind, Konstafack – University College of Arts, Crafts, and Design, Stockholm, Sweden*

Feminisms, Marxisms, psychologies... The discursive struggle over daycare in Sweden in the 1970s, *Kajsa Ohrlander, Södertörns Högskola, Stockholm, Sweden*

Troubling students’ and teacher-educators’ identities in (ece) teacher education *doing* feminist poststructural practices, *Hillevi Lenz Taguchi, Stockholm Institute of Education, Stockholm, Sweden*

From an essential identity that can be attached to each child to children’s identities: Pedagogical environments as inseparable, *Elisabeth Nordin Hultman, The Stockholm Institute of Education, Sweden*

Troubling identities: From a competent to a virtual child through the practice of pedagogical documentation as a work of art, *Liselotte Borgnon, Valence, France*

4:D Imagination and the Self

Location:

Participants: The trouble with identities: An argument for otherness and the inbetween rather than the logic of identities, implications for early childhood practice, *Cynthia à Beckett, University of New England, Armidale, New South Wales, Australia*

Small children/new identities: Expanding borders of early childhood and early childhood practice as children under three meet art, ideas, and experiences, *Ellen Os and Leif Hernes, Oslo University College, Norway*

Challenging notions about “troubling identities” by using multivoicedness in pre-school communities, *Kersten Bygedeson-Larsson, Umeå University, Sweden*

Friendship among toddlers in Norwegian kindergartens, *Anne Greve, Oslo University College, Norway*

4:E What Happens to Practice When Policy is Reformed?

Location:

Participants: Listening to the silent voices – the status of educators in the preschool reforms of the Republic of Macedonia, *Lena Damovska, Sts.Cyril and Methodius, Republic of Macedonia* and *Eila Estola, University of Oulu, Finland*
The effects of new managerialist policies on the professional status and identity of the early years workforce, *Jayne Osgood, London Metropolitan University, England*
Troubling policy development and implementation in a cross-sectional co-ordination of early childhood in Norway: A shift of paradigm? *Einar Juell, The Norwegian Teachers'Union, Oslo, Norway*
Education reform and early childhood teacher education in Hong Kong before and after the transfer of sovereignty in 1997: Findings and implications, *Gail Yuen, Teachers College, Columbia University, New York, USA*

4:00 p.m. – 4:15 p.m.

Coffee Break

4:15 p.m. – 6:15 p.m.

Plenary Session: Troubling Notions of Best Practice for Immigrant Children in Early Education and Care Settings in Five Countries

Location:

Participants:

Tony Bertram, University College Worcester, England
Christine Pascal, University College Worcester, England
Gilles Brougere, University of Paris, France
Christa Preissing, Free University Berlin, Germany
Petra Wagner, Free University Berlin, Germany
Susanna Montovanni, University of Milano, Italy
Joseph Tobin, Arizona State University, USA

Thursday, May 27, 2004

9 a.m. – 11 a.m.

Plenary Session: Re-centering Maori Epistemologies within Early Childhood Education in Aotearoa/New Zealand

Location:

Participants:

Cheryl Rau, Ngahihi, Hamilton, Aotearoa/New Zealand
Amiria O'Malley, Korowai Manukura. Te Wananga o Aotearoa, Hamilton, Aotearoa/New Zealand
Jenny Ritchie, University of Waikato, Hamilton, Aotearoa/New Zealand

11:00 a.m. – 11:15 a.m.

Coffee Break

11:15 a.m. – 12:45 p.m.

Session 5 (90 minutes)

5:A Multiple Identities, Multiple Voices

Location:

Participants:

Chicken Little and language impoverishment in “disadvantaged” children: Is the oral language sky really falling? *Kellie Rolstad, Arizona State University, USA*
The trouble with multiliteracies: A yarn between oral, literate, and multimedia identities in an Australian Indigenous early childhood community, *Kerith Power, University of New England, Armidale, Australia*
Children make the best theorists, *Lourdes Diaz Soto, The Pennsylvania State University, USA*

5:B Conducting Ethical Research

Location:

Participants:

Troubling the identity of a researcher – on subjectivity and ethical aspects in collaborative research, *Berit Bae, Oslo University College, Norway*
Children’s perspectives and identity constructions – some dilemmas, *Nina Winger and Brit Johanne Eide, Oslo University College, Norway*
Reconceptualizing the understanding of the youngest children and their identities in early childhood education settings in contemporary Norway, *Nina Johannesen, Oslo University College, Norway*

5:C Cultures and Conflict

Location:

Participants: Cultures in conflict: Preschool in Canada, India, and South Africa, *Larry Prochner, University of Alberta, Canada and Ailie Cleghorn, Concordia University, Montreal, Canada*
Early childhood images in Islam and Turkey, *Aysegul Ciyer and Mumin Tufan, Arizona State University, USA*
Does a prince from the West wake up Korean Children?:
Korean children interpreting translated foreign stories,
Hyun-Jean Yi, Arizona State University, USA

5:D Troubling the Power Dynamic in Early Childhood Settings

Location:

Participants: Troubling the power dynamic in early childhood settings,
Meghan Fitzgerald, Lisa Rybolt, and Timber Washington, Teachers College, Columbia University, New York, USA

12:45 p.m. – 2:00 p.m. Lunch

2:00 p.m. – 3:00 p.m. Session 6 (60 minutes)

6:A Childhoods global and local

Location:

Participants: The global in the local – practices in Norwegian day care centers, *Line Hellem, Norwegian University of Science and Technology, Trondheim, Norway*
Subsidized liberty, *Michel Vandebroek, University of Ghent, Belgium*

6:B Who's in Charge Here?

Location:

Participants: "Leave me alone!": Troubling rejection on a first grade playground, *Karen Wohlwend, The University of Iowa, USA*
Troubling constructions of leadership in the early childhood classroom: Creating space for multiple voices, *Susan Recchia, Teachers College, Columbia University, New York, USA and Yoon-Joo Lee, Brooklyn College, City University of New York, USA*

6:C Teachers Making Selves

Location:

Participants: Formations of professional identities in Swedish preschools, *Kenneth Ekström, Umeå University, Sweden*
Troubling practitioner identities: Strengthening early childhood practice, *Karen Noble, Griffith University, Logan Campus, Meadowbrook, Queensland, Australia*

6:D Writing Identities /Writing Histories

Location:

Participants: Identity trouble, *Mary Hauser, National-Louis University, Wisconsin, USA*
Rethinking pedagogy – a case study of a woman’s work, *Tonje Kolle, Oestfold College, Norway*

6:E Troubling Histories

Location:

Participants: Governing patterns concerning impoverished mothers and their children, 1870 – 1900 in Sweden, *Kerstin Holmlund, Umeå University, Sweden*
The kindergarten and its enemies, *Jan-Erik Johansson, Oslo University College, Norway*

3:00 p.m. – 3:15 p.m. Coffee Break

3:15 p.m. – 4:15 p.m. Session 7 (60 minutes)

7:A Teaching as Drama

Location:

Participants: Troubling identities in dramatic play: Feminist theory on the concept of mimesis, *Faith Gabrielle Guss, Oslo University College, Norway*
Improvisation: A postmodern playground for early childhood teachers, *Carrie Lobman, Rutgers University, New Jersey, USA*

7:B Troubling Parents

Location:

Participants: Beyond “Dear Parents”: Making the invisible fathers visible, *Craig d’Arcy and Richard Fletcher, University of Newcastle, Callaghan, New South Wales, Australia*
Parenthood: Troubling gender identities, *Ingerid Bø, Stavanger University College, Norway*

7:C The Safe Child

Location:

Participants: Sticky fingers, *Derek Bunyard, King Alfred’s University College, Winchester, England*
The struggle for the child: Analyzing the clash between education and consumer culture, *Bruno Vanobbergen, Ghent University, Belgium*

7:D Translating Identities

Location:

Participants: Ethnic identity formation of Chinese children in the United States, *Yi Che, Arizona State University, USA*
Childhoods in transition: Children's lived experiences of immigration, *Anna Kirova, University of Alberta, Edmonton, Canada*

7:E National Identities in Early Childhood Policy and Practice

Location:

Participants: Different contexts of preschools and primary schools in Iceland, *Jóhanna Einarsdóttir, Iceland University of Education, Reykjavík, Iceland*
Friluftsbarnhager (preschools outside in nature): Reconceptualizing the identity of the Norwegian barnhager, *Karen Marie Eid Kaarby, Oslo University College, Norway*

6:00 p.m.

Reception at Oslo City Hall (Oslo Rådhus)

8:00 p.m.

Conference Dinner, Wærgelandsveien 29

Friday, May 28, 2004

**9 a.m. – 11 a.m. Plenary Session: Troubling Narrowed Identities:
Public Policies That Limit Possibilities for Children
and Their Families (in the U.S. and Beyond)**

Location:

Participants: *Janice Jipson, National Louis University, Wisconsin, USA*

Beth Blue Swadener, Arizona State University, USA

Marianne Bloch, University of Wisconsin-Madison, USA

Gaile S. Cannella, Texas A&M University, USA

Discussant:

Miriam David, Keele University, England

11:00– 11:15 a.m. Coffee Break

11:15– 1:00 p.m. Annual General Meeting

Location:

Participants: Open to all. Conference summary and evaluation,
business report, RECON 2005 conference discussion,
nomination of 2005 program committee.
Conference closes.

1:00 p.m. 2005 conference planning session meets (over lunch)