

New Horizons: Exploring the Landscape of Equity in the Early Years
SESSION A
9:45-11:00

	PRESENTER NAME(S)	TITLE OF SESSION	SUMMARY OF SESSION
1	Usha Shanmugathasan and Alexandra Waithe	Fostering Change Agents through Anti-Bias Education in the Early Years	Young children require caring and knowledgeable adults to support their development and knowledge building, and help them navigate landscapes of inequity. What is the role of intersectionality in supporting student choice and voice in the early years? What are the challenges educators experience when engaging in these conversations? How might we teach and learn through an anti-bias and anti-oppression lens? In this workshop we will seek to understand how our own social identities, power, privilege and bias impact the way in which we teach and learn, and the ways in which it impacts our youngest learners. By unpacking our own backpacks of privilege, and social identities we can move towards supporting and empowering our youngest learners through inclusive and responsive programming. The participants will engage in meaningful discourse on issues of equity that are relevant in early years classroom through a collaborative knowledge building approach. We will examine the impact of intersectionality, bias and privilege through activities, picture books, and loose parts with the intent of implementing them in the classroom.
2	Jen Hart, Heather Myrvold and Effie Traikoff	The Right to Read: Using Inclusive Design So All Students Succeed	What does it mean for every student to have the right to read? Come join us as we share how to engage students, parents, teachers and administrators, to design and deliver reading intervention through a shared leadership model for Grade 1 students with the greatest need. In this session, we will share how we use the Inclusive Design approach, data analysis, and parent engagement that result in a significant increase in overall reading achievement in order to meet the school district goal of all students reading by the end of Grade 1.

3	Laura Collins and Angelo Mizzi	Coding Through An Equity Lens	<p>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.</p>
4	Adrienne Plumley and Shauna Husbands	Supporting Indigenous Cultural Competency While Centering First Nations Metis and Inuit Perspectives in the Early Years	<p>In our session we will work with participants to develop their competency around centering FNMI perspectives within an early years context. In the first half of our presentation, we will build foundational knowledge to support educators with centering FNMI perspectives As we work with participants to build their cultural competency we will explore correct terminology, appreciation vs, appropriation, Indigenous world views, Trauma Informed Schools Research, and Student Success. The second half of our presentation will involve sharing practical ways that we have worked to decolonize the Kindergarten Program, allowing them to explore various invitations and provocations. We are hoping to be able to invite participants to explore invitations and provocations both inside and outdoors which honour a connectedness to Mother Earth. We will provide connections for educators working in a variety of early years settings including schools, EarlyON centres, and family centres.</p>
5	Paula Campbell. Jana Leggett	Oral Language: Building the Foundation for Reading-What you need to know for your classroom?	<p>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</p>

			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.
6	Jennifer Dumas and Laurel Moulard	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. Participants will be given an opportunity to explore how a text can provoke inquiry in a French Immersion context. This session will be delivered in English but will use materials applicable to English and French Immersion contexts.
7	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.
8	Patricia Correia	From Harbucks to Harplex: Engaging Students through Library Partnerships	The session will showcase two school-wide literacy events that took place at Harwood PS with a goal of promoting equity, inclusivity, and a love of literacy in the early years and beyond. It will start with an overview of why and how the partnership between myself (the school librarian and the school's Early Reading Coach) was formed. Using pictures, videos and student-created book reviews and iMovie trailers, I will take attendees through the planning process, the teaching and learning that occurred, the promotion of the events, the events themselves and their outcomes. I will share my knowledge of the technology used (iPads, Camera and iMovie apps, QR codes; Google Forms) so that others can see that they too can create literacy events at their own schools to promote a

			love of literacy.
9	Alicia Lewis-Brown and Casey MacDonald	Anti-bias Education in the Early Years	In this session, we will discuss what anti-bias education is and why educators need to begin the conversation in the early years. We will explore how to implement anti-bias education within an early years classroom. Educators will learn how to incorporate student's multiple identities into their programs and how to create learning opportunities that support the goals of anti-bias education.
10	Louise Humphreys	Developing Social Competence	In this workshop participants will identify the factors that contribute to social competence for children. We will explore three main aspects (emotional identification, self-regulation and problem solving) for fostering healthy relationships. What is social competence and how does it develop? Why is it important that children learn social competence skills? What is the difference between social and emotional skills? Who supports children's social and emotional development? When do children learn about emotions, self-regulation and how to solve problems? The workshop will discuss current research, and provide each participant with practical strategies that can be incorporated into all early learning environments.
11	Donna Cardoza	Engaging Families and the Community in the Early Years	In this session, we will discuss the importance of parents as the first teachers. Educators will explore ways to engage parents in their classrooms. We will incorporate ideas on how to leverage parent voice for student success.
12	Lana O'Reilly and Sanchita Joshy	Fostering Environments and Relationships that Support Learning Interactions	<p>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 educators</p> <p>How 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.</p>

			<p>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.</p>
13	Pauline Dekker and Anna Lin	Come to Your Senses - Creating a Sensory Inclusive Classroom	<p>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.</p>