



**CAPILANO
UNIVERSITY**

Centre for Research
and Childhood Studies

CONFERENCE 2026

Childhoods & Pedagogies



**Cost:
\$45**

2026 CONFERENCE

CHILDHOODS AND PEDAGOGIES



Organiser: Centre for Research and Childhood Studies-
Capilano University

Conference Theme: Unruly Childhoods. Untethering Praxis

Date: April 11, 2026,

Time: 8 am- 5 pm

Venue: Capilano University's North Vancouver Campus

CONFERENCE SCHEDULE – AT A GLANCE

8:00 – 8:30 AM	Registration and Arrival
8:30 – 9:00 AM	Opening Blessing and Welcome Remarks
9:00 – 10:00 AM	Keynote Address
10:00 – 10:30 AM	Coffee Chat and Networking
10:30 – 12:30 PM	Concurrent Morning Workshops (six locations)
12:30 – 1:30 PM	Lunch Break and Dance - Birch Cafeteria
1:30 – 3:30 PM	Concurrent Afternoon Workshops (six locations)
3:45 – 4:45 PM	Closing Panel, Door Prizes, and Q&A

KEYNOTE



Dr. Angela Molloy Murphy

Bio: Dr. Angela Molloy Murphy has been an arts-based Early Childhood Educator, a Materials Specialist at a university ReMida program, an Early Childhood Lecturer, and a Scholar-in-Residence with Melbourne's SWISP lab, (Speculative Wanderings with Space and Place). Angela is currently an Honorary Fellow at The University of Melbourne and Early Childhood Faculty at Capilano University. Her 2020 thesis, *Animal Magic, Secret Spells, and Green Power: More-Than-Human Assemblages of Children's Storytelling* worked to disrupt reductive conceptualizations of children and childhoods by exploring their multiple and irreducible connections to place and the more-than-human world. Her upcoming project on the unceded territories of the səilwətał, shishálh, Skwxwú7mesh, and xʷməθkʷəy̓əm Nations takes up these threads through speculative storying with children, place, and waste as resistance and care in a time of environmental collapse. Angela brings 25 years of experience in artful experimentation and co-inquiry with children and a research focus on children's multimatter/multispecies relations into her theorization of unruly stories as a speculative force for planetary care.

Title: UNRULY CHILDHOODS AT THE EDGES OF SCHOOLING

Description: Early school experiences can function as sites of humanist training, severing connections to Land and language and training up the child in a hidden curriculum of whiteness. Normalizing standards of measurement, from developmental scales to intelligence ranking, are wielded as technologies of power (Petitfils, 2015) to reproduce a culture of isolation and sameness (yet conditions of inequity). In neoliberal terms, the young child, as the human, is viewed as a separate and distinct entity that stands safely outside the world, thinking, playing, and creating alone. He is measured, governed, and regulated as a singular being. In this way, schooling is framed as a training period in which the child inches closer to becoming the "ideal," lone, human.

MORNING WORKSHOPS

10:30 – 12:30 PM



BUILDING COMMUNITY FOR CRITICAL CONVERSATIONS IN TRC & EDI

Presenter: Korlyn Bonneau and Bryant Goh

Description: Educational institutions and workplaces in Canada continue to respond to Truth and Reconciliation (TRC) and Equity, Diversity, and Inclusion (EDI) through policy-driven and outcome-focused approaches that often overlook relational processes, lived experience, and collective accountability. When TRC and EDI are addressed separately or implemented without sustained dialogue, these efforts risk becoming performative, extractive, and disconnected from the realities of educators and employees.

This workshop shares Building Stewardship Spirit's ongoing living inquiry into community-building through dialogue, reflection, and relational practice. Rather than offering prescriptive strategies or resource-based solutions, the workshop invites participants into a co-developing process grounded in Fireside Chats and the symbolic use of Fire as curriculum. Participants engage in critical conversations that surface assumptions, question institutional norms, and explore how TRC and EDI can be meaningfully held together in educational and workplace contexts.

This session supports educators and employees in developing context-responsive understandings of TRC and EDI that align with their roles, responsibilities, and ethical commitments.

Workshop Objectives:

- To bring awareness to the extractive and performative nature taken towards TRC and EDI
- To share Building Stewardship Spirit's (BSSEU) living inquiry of: creating community using dialogue through Fireside Chats, and the symbolic idea of Fire as curriculum.

Bios:

Karolyn Bonneau is from the syilx (Okanagan) and Ktunaxa (Kootenay) Nations and is faculty in the School of Education and Childhood Studies at Capilano University. She is a Doctor of Education student at UBC Okanagan and holds ECE, Infant/Toddler, and Special Needs Education certificates, as well as a Master of Education. Karolyn is the founder of Building Stewardship Spirit (BSSEU), where her work centres living inquiry, dialogue, and community-building. Her practice supports educators in engaging Truth and Reconciliation and Equity, Diversity, and Inclusion as relational, ethical, and unfinished processes rather than procedural requirements.

Bryant Goh's work sits at the intersection of music education, early childhood learning, and community-based inquiry. He holds a Master of Education in Music

Education from UBC, a Bachelor of Science in Early Childhood Education from Boston University Wheelock College of Education & Human Development, a Diploma in Early Childhood Education and Leadership from Ngee Ann Polytechnic (Singapore), and an Associate certification from the London College of Music. His practice is grounded in experiential, two-way learning that resists purely instructional models and instead centres dialogue, relationship, and lived experience. Bryant is particularly interested in temporal pacing as a pedagogical practice, attuning to land, sound, rhythm, the more-than-human world, and how collaborative inquiry can create spaces of belonging, ethical responsibility, and meaningful learning within early childhood and educational communities.



2

UNRULY STORYMAKING AS A MATERIAL PRACTICE OF ADVOCACY AND RESISTANCE

Presenter: Dr. Angela Molloy Murphy

Description: How can we, as educators, researchers, activists and advocates, speculate and celebrate children’s unruly ways of being, knowing, and doing “school” with a multitude of seen and unseen participants? In this workshop, we will practice crafting unruly stories in three formats and with multiple materials. 1) Writing: marking – up/redacting/ marginalia (What lives at the unruly edges?) with policy documents, writing with The Hundreds (Stewart & Berlant, 2019). 2) Collage: “Dry collage” with photos, maps, all reuse papers and markers on watercolor paper or felt 3) ReMida material arrangements (possibly light/shadow with projector).

Note: With the exception of the unruly writing, the artifacts in the workshop will be photographed and disassembled for future use. (A brief explanation will be provided to participants).

Workshop Objectives: Unruly storymaking is a practice of artfully attending to children’s multimatter/multispecies relations as a resistance to settler-colonial projects of schooling-as-separation. This workshop will provide a brief overview of the conceptual framework for unruly stories and introduce 3 possible modes that can be enacted in a regular pedagogical practice. The objective is to bridge the false theory/practice divide in ECCE by working a material practice that thinks. Unruly storymaking can be taken up as arts-based inquiry by teaching teams, with parents, or in tertiary contexts to think-with children’s connectivities that defy the ableist, racist, and normative underpinnings of schooling conventions.

Bio: see Keynote.



3

WALKING WITH THE LAND THROUGH A MÉTIS LENS

Presenter: Kari-Anne Barr

Description: Engaging with the land through a Métis perspective offers participants an interactive early learning experience centred around a creative story bag practice. This approach invites individuals to explore narratives from elders, foster connections to the land, and reflect on the Métis cultural calendar, utilizing various objects to ignite children’s imagination and creativity while deepening their understanding of Métis traditions. The workshop will be guided by Métis core values and the Métis Early Learning Framework, helping participants comprehend the significance of walking with the land through a Métis Lens and supports the decolonization of their practices. Bio: Kari-Anne Barr is a proud Métis Nation citizen, ECE, and Pedagogist with MNBC. With over 35 years of experience, she has been a leader in Indigenous early learning, including establishing Victoria’s first Urban Aboriginal Head Start program. Her work centers relationality, cultural resurgence, and decolonizing practice.

Workshop Objectives: By the end of the workshop, educators will understand how Métis pedagogy frames the land as teacher and relative, connect Métis core values to land-based practices, develop concrete strategies to embed land-walking and seasonal noticing into classrooms, and leave with a felt sense of relationality and belonging to the land; Educators will understand How -“Walking through the land through a Métis lens” means walking with humility, curiosity, and kinship with the land and each other.” Create your own story bag and use your knowledge bundles with children. We let go of what no longer is serving us in our knowledge bundles with gratitude for the new lessons we learn.



4

WATERWAYS: UNSETTLING COLONIAL LOGICS OF LAND RELATIONS

Presenter: Leigh Kweon

Description: : This workshop will tell the story of the local ravine questioning what it means to live in relation with land. The story will be of educators and children visiting and forming new understandings and relationships with the waterways of the local community. Participants of the workshop will benefit from seeing concrete examples of what living inquiry with children can look like in local communities and how complex issues such as displacement, belonging, responsibility, and reciprocity are disrupted and reimagined.

Workshop Objectives: To offer a space for difficult conversations that disrupt colonial logics of land and to think of ways that may generate other ways of living that call forth relationality, reciprocity and better relations with the land and waterways.

Bio: Leigh is an immigrant settler of South Korean ancestry. Her work as a pedagogist and ECE Instructor is grounded in the complicated questions of ethical and responsive practices in education on unceded lands.

5

CURRICULUM MAKING WITH CHILDREN: INVENTING, CREATING, IMPROVISING, DOUMENTING

Presenters: Red Cedar Educators: Annia Lopezortiz, Camila More Herera, Jasmine Edens Thompson, and Johanna Po

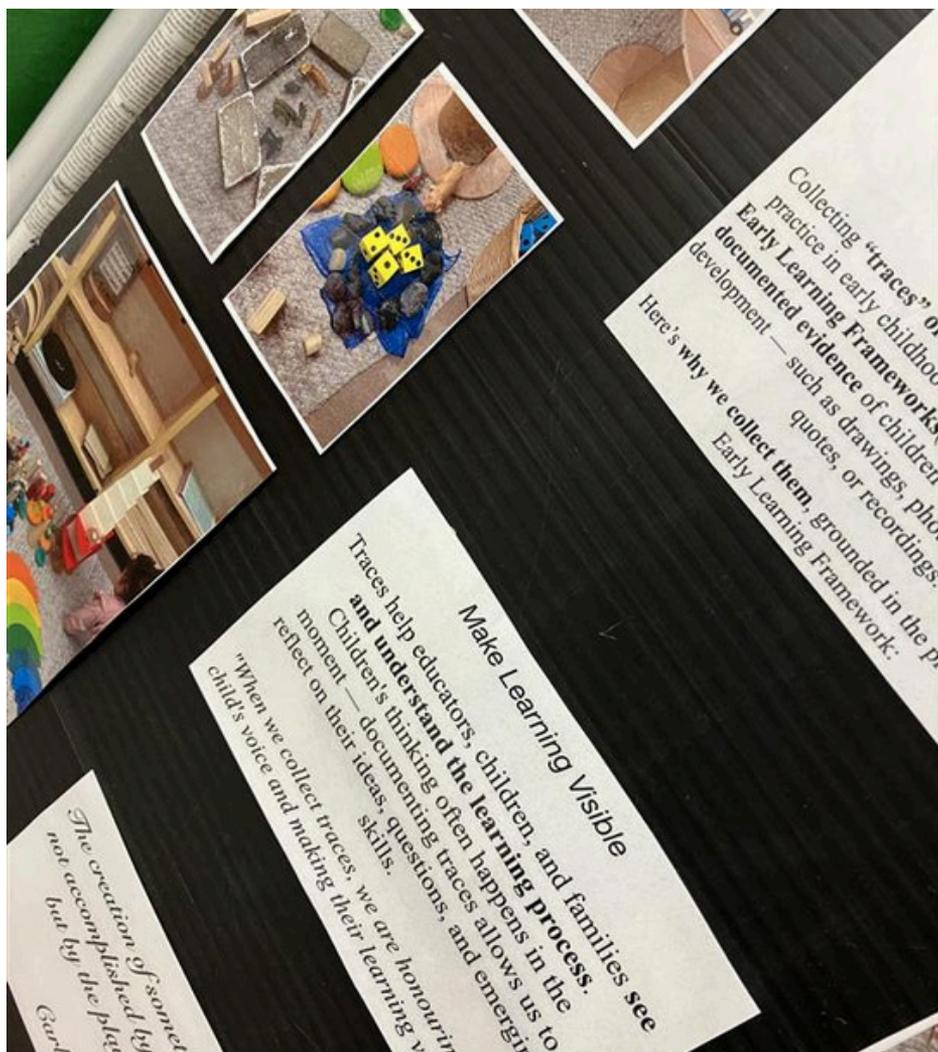
Description: Workshop description: An interactive workshop, where educators from FFCC (Red Cedar Room) will present ways of responding creatively and playfully to everyday emergences and unfolding ideas that children bring into the classroom. The focus will be on how pedagogical curriculum making can attune educators and children in ways that propel them to work collaboratively, enriching life in the classroom rather than viewing certain topics or ideas as disruptive in early childhood settings. How does active documenting with children become a way of life?

The focus will be on how pedagogical curriculum-making can orient educators and children in shared, generative processes that enrich classroom life and and expand what becomes possible in childhood settings. Together, we ask: How might documenting **WITH** children become an ongoing way of living and learning together?

Workshop Objectives: To inspire early childhood educators to be creative, inventive, and active thinkers in their practices with children through pedagogical and artistic commitments to drawing, storytelling, movements, and working with materials. In this workshop, we will draw on how documenting **WITH** children, how conversation boards are being activated as

part of the room's living inquiry and an emphasis on curriculum as life making. There will be opportunities for dialogue and reflection throughout the presentation on difficulties, tensions and complexities that early childhood educators encounter in their everyday practices.

Bio: The early childhood educators from Red Cedar at the Fulmer Family Centre for Childhood Studies, bring different experiences and knowledge, enriching the work of the children's centre as a lab school. They are grounded in their commitment to the centres' pedagogical values. The educators have strong relationships with both the centre's Pedagogist and Atelierista, and they view this partnership as essential to their work with children, families, and curriculum development.





HOLDING INTENSITY: CRYING, ETHICS, AND COLLECTIVE LIFE IN INFANT–TODDLER SPACES

Presenters: Adrienne Argent and Nicole St Laurent (possibly other infant and toddler educators from Children’s Centre and Fulmer Family Centre)

Description: Infant–toddler classrooms are saturated with affective intensities that exceed linguistic mediation and unsettle the presumed stability of educational order. Crying, frequently interpreted through developmental or regulatory frameworks, is positioned as a problem to be resolved in the service of calm, productivity, and institutional coherence. This workshop reframes crying as an ethically charged pedagogical event that exposes how managerial logics, normative developmentalism, and adult desires for comfort and passivity shape what becomes intelligible as appropriate expression. By attending to tone, touch, proximity, temporality, and spatial arrangement, we will examine how power circulates through the micro gestures of everyday practice. Through pedagogical provocations, dialogic inquiry, and situated scenarios, participants will engage crying as non-verbal agency and relational claim. We argue that infant–toddler pedagogy constitutes a distinct ethical field that destabilizes assumptions about independence, communication, and normative humanness, and demands sustained engagement with complexity within collective life.

Workshop Objectives:

1. Articulate infant and toddler education as a distinct pedagogical and ethical field rather than a preparatory stage of early childhood education, and examine how this distinction reshapes practice, expectations, and professional responsibility.
2. Critically examine how developmental discourses of self regulation, readiness, and independence shape interpretations of crying and emotional intensity in infant–toddler contexts.
3. Analyze how managerial priorities such as efficiency, order, and the restoration of calm influence responses to infants and toddlers, and consider whose comfort is being prioritized in moments of distress.
4. Investigate how tone, touch, proximity, temporality, and spatial arrangement function as pedagogical acts through which power circulates in infant–toddler classrooms.
5. Reposition crying as non-verbal agency and relational claim, and consider how infants and toddlers expose the limits of adult definitions of competence and proper humanness.
6. Develop pedagogical dispositions that sustain complexity, remain in relation, and resist premature correction or technical intervention when encountering emotional intensity within collective life.

Bios: Adrienne Argent is a PhD student in Curriculum and Pedagogy at the University of British Columbia. She also teaches Early Childhood Care and Education at Capilano University. Adjacent to these roles, she works alongside educators, children and practicum students as a faculty pedagogist at The Children’s Centre and the Fulmer Family Centre, both of which serve as lab

schools. Her research is shaped by post-qualitative methodologies that emphasize experimental, process-oriented, and relational inquiry, opening possibilities for engaging with complexity in early childhood education. Grounded in collaborative inquiry, her work explores early learning spaces as sites of collective life-making and pedagogical experimentation.

Nicole St Laurent is an experienced infant and toddler educator whose practice is guided by reconceptualist approaches to early childhood education. With over twenty years of experience in laboratory school settings at Thompson Rivers University and Capilano University, her work has been deeply situated within pedagogical inquiry and collaborative learning communities. Nicole's practice is grounded in relational ethics and a

commitment to engaging infants and toddlers as capable participants in collective life. Working within lab school environments has allowed her to participate in sustained pedagogical experimentation, mentorship, and critical reflection alongside educators, students, and children. Her longstanding engagement with infant-toddler education reflects a commitment to challenging developmental reductionism and cultivating early learning spaces that honour complexity, relationality, and pedagogical responsiveness.



AFTERNOON WORKSHOPS

1:30 – 3:30 PM

1

EMBRACING TENSIONS

Presenter: Ashleigh Davies

Description: In educational settings we often encounter tough topics, topics such as death, divorce, global warming, racism, sexism, colonial histories, disability awareness, and LGBTQ2S+ topics. How do we respond when tensions around tough topics arise? This workshop addresses why it's important to critically engage with children, how to have conversations with families, and ways to engage with tough topics. We will look at what it means to embrace the tensions in our educational settings and what can grow from engaging with said tensions. The goal of this workshop is that educators will leave feeling more confident in their abilities to engage with tensions and tough topics within their settings.

Workshop Objectives: For educators to broaden their image of the child, in particular in relation to the idea of childhood innocence and as current members of society. As well, for educators to consider what occurs when we embrace tensions or tough topics, and in turn what happens if we ignore their presence.

Bios: Ashleigh Davies is an early childhood educator with her bachelors in Early Childhood Education & Care and has worked with children in a variety of roles over the last decade. Ashleigh is the current head coordinator of the ECE program with Burnaby Continuing Education. In the last decade she has worked in a variety of roles including support worker, lead ECE, post-secondary instructor, CCRR assistant manager, and north shore municipal childcare consultant. Ashleigh presents her workshops throughout Canada, has presented a TEDx talk, and published articles relating to her passions in ECE. She can be found online as <https://www.pedagogyandchill.com/>



2

CHALLENGING NORMS AND EMBRACING DIFFERENCES: WHAT DOES IT MEAN TO LIVE TOGETHER IN AN EARLY CHILDHOOD CLASSROOM?

Presenter: Mitsy Chung

Description: In this session, the speaker will encourage the audience to reflect on the meanings of inclusion and to envision what it might look like. The discussion will also explore how being different (or being outside norms) is accepted or not accepted, not only among young children but also among educators, who are often expected to conform to social norms and professional images, with children’s safety remaining a top priority. The speaker will invite the audience to engage creatively, playfully, and pedagogically with topics and questions related to equity, diversity, and inclusion. It will include learning through pedagogical relations such as reciprocal listening and diffractive dialogue.

In broader terms, this workshop will benefit society by deepening understanding of how to address disability issues and differences through early childhood education practices. It may also help educators understand how young children can learn about social issues.

Bios: Mitsy Chung is an artist, researcher, and early childhood educator. She is a PhD candidate in Curriculum Studies at the Faculty of Education, University of Western Ontario, Canada. She completed her MA in Art Education at the University of British Columbia, where she received the Penny Gouldstone Prize for Art Education (UBC), and earned a BA in early childhood education from Capilano University. Her doctoral research, titled Examining the Notion of Bodies and Being Different in an Early Childhood Art Space, is funded by Canada’s Social Sciences and Humanities Research Council and an Ontario Graduate Scholarship. Her master’s thesis, Early Childhood Educators’ Dialogical Engagement in an Artmaking Space, received the CAREC Research Award at the master’s level. Mitsy has been an early childhood art educator for nearly twenty years, developing early childhood education curriculum through young children’s artistic experiences, especially drawings. Her recent core practices and studies focus on the pedagogy of listening (Rinaldi, 2006), affect theory (Masumi, 2015), embodiment (Merleau-Ponty, 1945), and the ethics of the Other (Levinas et al., 1988; Dahlberg & Moss, 2005; Todd, 2001) through art practices, particularly drawings.



3

CULTIVATING RESPECT AND APPRECIATION FOR THE POWER AND BEAUTY OF INDIGENOUS STORY(BOOKS) IN EARLY CHILDHOOD CURRICULUM

Presenters: Manuela Salinas & Elaine Beltran-Sellitti

Description: Early Childhood Educator Manuela Salinas (main presenter) will invite us into the ancestral shísháhlh knowledges and inspirations that flow through her visual and textual artistic practice as story, revealing the care, respect, and responsibility called for in the formation of early childhood curriculum with Indigenous story(books). In conversation with Manuela, Elaine will present her work with educators nurturing curriculum that opens onto Indigenous picture books, seeking tender, aesthetic- political connections with Indigenous ways of knowing, with knowledge holders, and artists.

Workshop Objectives: The workshop aims at inviting educators to attend to the call of Indigenous scholars to introduce Indigenous picture books to the curriculum seeking ethical relations with Indigenous knowledge holders and worldviews, while attending to the ways coloniality is manifested in the ways we treat stories in curriculum composition. We hope that this session will instill a commitment to respect, responsibility and appreciation for the significance, beauty and power of Indigenous storybooks in ways that honor their complexity and the labour and intentions of Indigenous artists.

Bios: Manuela Salinas (shísháhlh) is a mother, visual artist and early childhood educator. She is pursuing a Master’s Degree in Educational Leadership at Western University. Elaine Beltran-Sellitti (ECCE, MA) instructs at the ECCE Department at Capilano University. She is a PHD candidate in Educational Theory and Practice- Curriculum and Pedagogy Stream at Simon Fraser University.





4

FROM DOING STORY-TIME TO LIVING STORY-EVENT IN A TODDLER CLASSROOM

Presenters: Kate Wood, Tatiana Zakharova-Goodman

Description: This workshop addresses the urgent need for continual reflections and disruptions of normalized and neutralized approaches to daily life in early childhood learning spaces. Revisiting a collaborative project between an educator and an atelierista, we invite participants into a critical re-imagining of story-telling practices in a particular toddler classroom. We will share vignettes from practice, and excerpts from documentation and written pieces to illustrate how subtle gestures can have a profound impact on the agencies and livelihoods of children, stories as participants, as well as educators. Without suggesting an alternative ‘best practice’, we hope this discussion lends to participants’ capacities to unsettle routines, reimagine the equities of gathering, engage in complex collective dialogues, and pursue generative discomforts.

Workshop Objectives: We will present examples from recent practice that illustrate the great potentialities of small disruptions in early childhood education. By inviting movements, dispersals, and materials into story-time practices, we propose alternative ways of gathering with children and stories beyond an instrumentalized means of organizing bodies and controlling behaviours.

Bios: **Kate Wood** is an early childhood educator imminently graduating with her degree in ECCE from Capilano University. Kate has a strong commitment to an image of the educator as a learner who is always seeking new ways to understand and approach the question of living well with others. As an artist and musician, Kate is motivated by a deep respect for materials and the co-construction of identity through the arts. Her background in journalism and videography contributes to her passion for documentation and storytelling.

Dr. Tatiana Zakharova-Goodman (she/her) is an atelierista and ECCE instructor at Capilano University’s Faculty of Education, Health & Human Development. Tatiana thinks with feminist material-attuned practices, attending to how inequalities often overlap one another and actively working to oppose the injustices and respond to the concerns of the 21st century. Her work attends to ordinary everyday movements with young children and others, including materials.

CHARCOAL COLLABORATORIES: CREATIVE ECOLOGIES AND RECIPROCAL ATTUNEMENTS

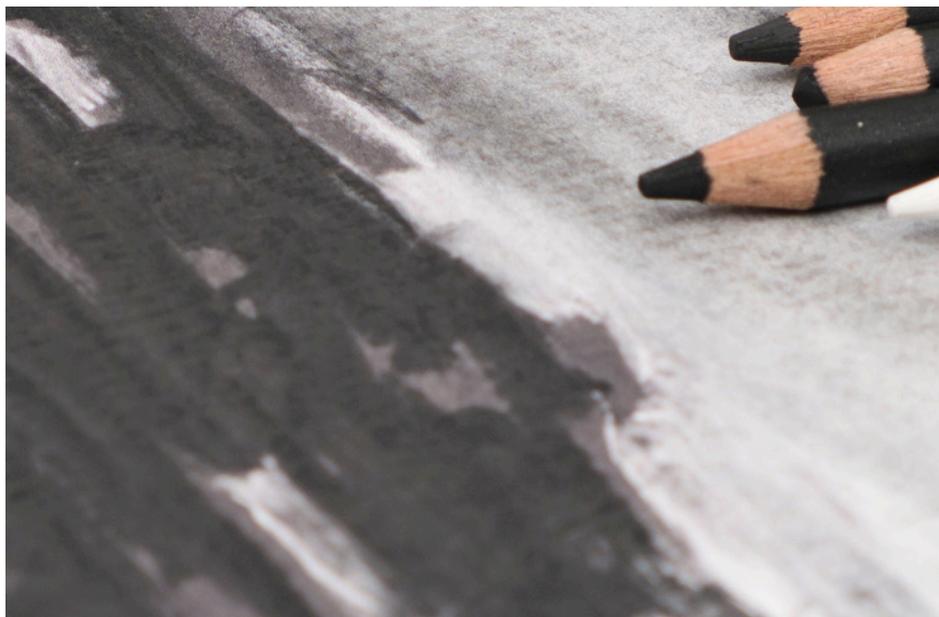
Presenters: Sylvia Kind, Johanna Po, Children's Centre educators, and early childhood education students.

Description: Curriculum *Collaboratories* are experimental events of co-responding, mutual attunement, and collective engagement where educators, children, and early childhood education students join in the making, doing, and living of curriculum through long durations of immersive, embodied, gestural, artful exchanges and emergences. Lively material, storied, relational, sonorous, performative, embodied, pedagogical, and artistic landscapes are created where adults and children improvise and move each other and with the ways of drawing and charcoal. Learning with and from each other, listening becomes a responsive, reciprocal, gestural, embodied, and material practice, hierarchies are diminished, and a pulsating, rhythmic, creative ecology is activated. This generates rich attunements to children's ways, the multiplicities of drawing, material co-motions, and to much more than what can be apprehended through vision or words spoken. Participants are invited to enter these vibrant, intimate, tender, and exuberant co-compositional spaces, and consider what it might mean to create a collective life of sensing, thinking, moving, improvising, and creating together so that sensitive attunements and mutual choreographies can be generated.

Bios: **Sylvia Kind**, PhD, is an instructor in early childhood education at Capilano University, and atelierista with the Capilano University Children's Centre and Fulmer Family Children's Centre. Joining with the deeply held commitments of the Children's Centres, she works in artful ways that engages educators, children, and students as co-researchers through exploring what is possible and yet unknown in education. Her artistic research and practices engage with research-creation, a/r/tography, and feminist materialisms while exploring young children's artistries, their lively material improvisations and collective experimentations and the early childhood studio as an eventful place. 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 artistic and studio practices in early childhood. She is currently leading a SSHRC funded project, *Transforming art studio pedagogies through research-creation in early childhood*.

Johanna Po has been an Early Childhood Educator at Capilano University Children's Centre since 2003 and recently has taken on the role of Studio Educator, focusing on artistic processes and research with young children. Her experiences in the studio with young children and Sylvia Kind have shaped her thinking and approaches, deepened her insights, and continued to influence her development as an early childhood educator. Johanna is recognised for attentively engaging with ideas, stories, wonderings, and excitements, showing great sensitivity to children's work. She is most

interested in creating conditions for curriculum development that cultivates pedagogical listening, experimentation, relationships, and artistic languages to thrive within the Centre's context. In her daily pedagogical practice, she illustrates her love of children's books, storytelling, and curriculum making and provokes others to join with her in creating new possibilities for early childhood education.



THE JELLYFISH, THE KITCHEN FLOOR & THE INTANGIBILITIES OF A TEAM

Presenters: Ali Morrow, Nikoo Delkhah, Julia Tevelle & Amber Wilson

Description: In this workshop we come together as a team to discuss what is generated and made possible when we center educator's wellbeing, a sense of belonging, and connection in our daily practice. We will look at how the importance of educator relationships, radical communication, and collective experimentation work to create a particular kind of classroom culture that is grounded in trust, vulnerability, and the celebration of community. Through storying, images, and personal vignettes, we elaborate on our shared process of coming together as a new team while opening a new children's centre. Within this, we invite participants into open conversation and dialogue guided by prompts that ask us to reflect on personal and collective practice and pedagogical commitments that spark joy, relationality and meaning in our work.

Workshop Objectives: We wonder, 'How do we care for you AND your idea?' When continually orienting towards an ethic of trust, vulnerability, care, and responsibility for self and other, both our practices and personal wellbeing are strengthened and sustained.

Bios: Ali Morrow is an ECE and graduate of Capilano University's ECCE degree. She is devoted to building a sense of shared classroom culture amongst children and adults that is rooted in community, inclusion, relationality, and kindness. She loves finding small delights in the daily-ness of collective living

Nikoo Delkhah is a 4th year student at Capilano University completing her ECCE degree. She is passionate about thinking through posthumanist theoretical perspectives and epistemologies, and weaves this into long term material project work with children.

Amber Wilson is a graduate from Capilano University, holding an ECCE degree. Her practice is motivated by exploring what it means to live well as a collective within the current contexts and tensions of the world. She is passionate about examining what genuine inclusion looks like within an early childhood context.

Julia Tevelle is an ECE at the Capilano University and a graduate of Capilano University's Bachelor of ECCE degree program. As an educator, she is deeply committed to cultivating practices that place community, diversity and belonging at the heart of pedagogical work, and passionate about reimagining inclusion collaboratively through open, thoughtful, and truthful conversations that hold space for both its transformative possibilities and its lived complexities.

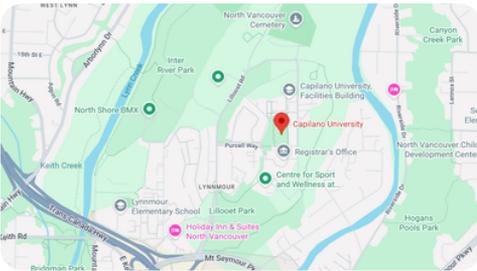


Important Information

Registration Information:

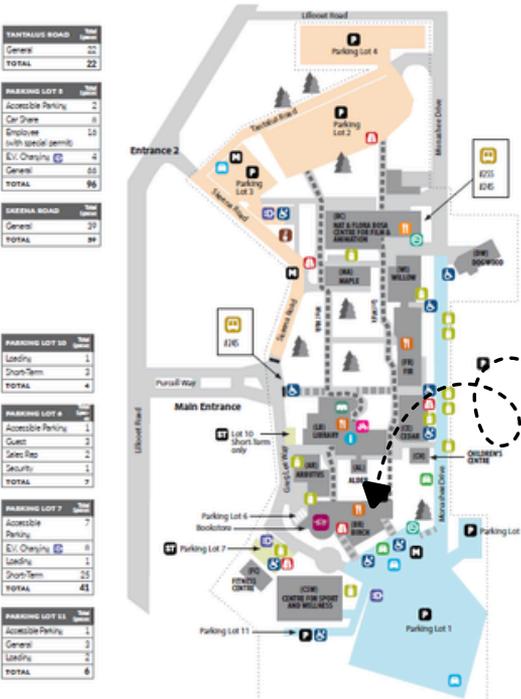
- Register online via <https://www.wstcoast.org/workshops/conference-childhoods-pedagogies-centre-research-childhood-studies-capilano-university-4805-8100>
 - Click **"Sign In"** in the top right
 - Enter your **email address and password** or create an account if you don't have one.
 - Scroll down to **"My Upcoming Workshops"** and click on **"View & Register for Workshops"**
 - Scroll through the workshop list to find and select **"Conference for Childhoods and Pedagogies..."**
 - On the right panel, in grey, select your **MORNING** session and your **AFTERNOON** session.
 - After selecting your sessions, complete your **"Dietary Restrictions"** and then **Proceed to Checkout**

Venue & Parking Information:



- **Birch Building - CAPU Main Campus, 2055 Purcell Way, North Vancouver**
- Google Maps link: <https://www.google.com/maps/place/Capilano+University/>
- Pay parking is available
- Coming by transit? The closest bus routes are 245/239 Capilano University. If you're coming by SkyTrain go to Waterfront Station take the SeaBus to Lonsdale Quay, then the 239 bus.

CAPILANO UNIVERSITY | CAPU MAIN CAMPUS SITE MAP | NORTH VANCOUVER



View Campus Map online:
<https://www.capilano.ca/media/capilano.ca/about-capu/get-to-know-us/our-campuses/CapU-Main-Campus-Map.pdf>

Event Location in Birch Building

Special thanks to our Community Partners



ECEBC | early childhood educators of BC

Special thanks to our Vendors



QUESTIONS ? Please contact:



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