

Feminism, gender justice and resistance in early childhood education ^[1]

26 May 2021 - 3:00pm to 4:30pm

Event Website: [Reconceptualizing Early Childhood Education](#) ^[2]

Region: International ^[3]

Details



About this event

In this webinar event, *Feminism, Gender Justice and Resistance in Early Childhood Education*, our panelists will address gender issues in Early Childhood Education and feminist theories and solutions that situate such issues.

Drawing on a range of feminisms, the panelists will explore rethinking gender binaries in relation to emerging and persistent transgender identities, intersectionality and power of BIPOC collectives, feminist tales of teaching and resistance in Reggio Emilia, Italy and rewriting gender into European early childhood philosophies.

The conversation with Alexandra Gunn, An Intersectional/ity Collective, Beatrice Vittoria Balfour and Jayne Osgood will be moderated by Rachel Langford and Janice Kroeger and will include a Q & A conversation amongst panelists at the end of the 90-minute panel. A 30-minute informal “salon” conversation session with the audience will follow the formal program.

Speakers

Alexandra C. Gunn (Alex)

Dr. Alexandra C. Gunn (Alex) is a former early childhood teacher who teaches and researches at the University of Otago in Dunedin | Ōtepoti, Aotearoa, New Zealand. Gunn is a founding member of the Social Justice and Inclusive Educational Research Network, a member of European Early Childhood Education Research Association, and other national and international organizations.

An Intersectional/ity Collective

This intersectional/ity collective is made up of early childhood scholars from across the globe that represent a range of positionalities. The essence of the collective is to disrupt individualism, hierarchies, and identity silos. Through aesthetic, multimodal expressions and theory interludes, the collective attempts to capture the brilliance of Black feminist intersectionalities (Crenshaw, 1989) in addition to Patricia Hill Collin's (2017) call for “political solidarity among people of color” (47:40-42). As intersectional beings, they share their lived experiences in relation to each-other, the Land, and spirit, providing windows into how they've waded through systemic and everyday oppressions of colonial, anti-Black, and gendered violence, white supremacy, and being constructed by others' attempts at putting our-selves into boxes. They also share the joys, strengths, solidarities, and wisdoms that emanate from their intersectional ways of knowing and being. Throughout their presentations and in their ongoing wanderings, they offer provocations for (re)imagining childhoods intersectionally.

Beatrice Vittoria Balfour

Dr. Beatrice Vittoria Balfour is a school leader, teacher and researcher with a passion for social justice. Holding dual-citizenship, Beatrice grew up in Italy and went to the U.S. to attend U.C. Berkeley and teach at a local school. Beatrice's passion for progressive pedagogies and social justice, particularly her interest in how education can be as equal as possible, led her to obtain a Ph.D. in Education from the University of Cambridge.

Jayne Osgood

Dr Jayne Osgood is Professor of Education (Early Years & Gender) based at the Centre for Education Research & Scholarship, Middlesex University, London (UK). Her present methodologies and research practices are framed by feminist new materialism. Through her work she seeks to foreground a concern with social justice through critical engagements with early childhood policy, curricular frameworks and pedagogical approaches. Through her work she seeks to extend understandings of the workforce, families, 'the child' and 'childhood' in early years contexts.

Rachel Langford, Co-Moderator

Dr. Rachel Langford is an Emeritus Professor in the School of Early Childhood Studies at Ryerson University, Ontario, Canada. From 2006 to 2016 she served as the director of the School. Her books include *Caring for children: social movements and public policy in Canada* (co-editor, UBC Press) and *Theorizing feminist ethics of care in early childhood practice: Possibilities and dangers* (editor, Bloomsbury Academic Press). An upcoming book (co-editor, Bloomsbury Academic Press) focuses on how feminist theories can provide new insights into the work, lived experiences and agency of early childhood educators in diverse contexts.

Janice Kroeger, Co-Moderator

Dr. Janice Kroeger has published numerous articles and book and handbook chapters about childhood education, social-emotional belonging in communities, teacher education, anti-bias curriculum, LGBTQ inclusion, and sustainable futures. Kroeger's noteworthy publications relate to social justice and home-school-community partnerships, with numerous pieces related to the needs of LGBTQ parents or students, African American mothers and sons, and refugee Hmong American families and their student's teachers.

The 90-minute program includes time for moderated discussion and an audience Q & A. Additionally, a 30-minute informal "salon" conversation session with the audience will follow the formal program.

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Tags: pedagogy and curricula [4]

feminist [5]

gender [6]

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Links

[1] <https://childcarecanada.org/resources/events/21/05/feminism-gender-justice-and-resistance-early-childhood-education> [2]

<https://www.eventbrite.com/e/feminism-gender-justice-and-resistance-in-early-childhood-education-tickets-153729383725> [3]

<https://childcarecanada.org/category/region/international> [4] <https://childcarecanada.org/category/tags/pedagogy-and-curricula> [5]

<https://childcarecanada.org/taxonomy/term/9077> [6] <https://childcarecanada.org/category/tags/gender>