Message from the Leadership

Meet our Erin Miller (Chair) and Michelle Myers (Assistant Chair).

I am Erin Miller, an Assistant Professor of Language Arts and Diversity at the University of North Carolina at Charlotte. I live in Columbia, SC with my family. I am a distance runner and when I am not with my family or working, you can find me running around the streets of Columbia in the early hours of the day. I grew up on a dairy farm in Orangeburg, SC where most of my family still resides. I am interested professionally and personally in understanding the construction of racial identities in Early Childhood, particularly as seen through language. My professional energy is spent trying to make more visible the ways white children and white women teachers develop understandings about themselves as members of racial groups in order to forefront racial dynamics in schools and classrooms as salient to teaching and learning.

I am Michele Myers, wife and mother of two lovely girls. I am a resident of a small, rural town in South Carolina. I am a Clinical Assistant Professor and the MAT of Elementary Education Coordinator at the University of South Carolina. I am also an independent education consultant. My professional interests include creating culturally relevant curricula, working with school districts to re-brand their literacy programs, building teacher capacity, and helping teachers appreciate the diverse ways that families and communities support children’s literacy development. In my spare time, I enjoy walking, reading, traveling, and fishing. It is truly an honor to have this opportunity to serve as Assistant Chair for Early Childhood Education Assembly. It is my wish to continue the work of the assembly, making schools more humanizing and equitable spaces where our youngest children are validated for simply being themselves.
The Early Childhood Education Assembly is a young (seven year old), vibrant group of teachers, teacher educators, researchers, and educational leaders concerned with issues related to the languages and literacies of children birth – age 8, their families, and their communities. Under the leadership of Vivian Vasquez (2009-2011), Mariana Souto-Manning (2011-2013), Dinah Volk (2013-2015) and Erin Miller (2015-2017) it has also become a space of advocacy which works within NCTE to:

• encourage field-based research and theorized practice in the teaching of Early Childhood Education across cultural and linguistic contexts;

• develop and promote equitable, culturally and linguistically relevant teaching and learning in Early Childhood Education within and across diverse communities;

• develop and promote practices that lead to a more racially, ethnically, socially, linguistically diverse teaching force in Early Childhood;

• directly address issues of discrimination in the education of young children and their families with regard to, but not exclusive to, race, ethnicity, class, language, gender, sexual orientation, religion/faith, family structures, and abilities by taking a stand to challenge and change approaches to teaching and learning labeled “appropriate” or “best practice” that establish children and families of the dominant culture as the norm;

• sponsor professional development opportunities for those interested in language, literacies, and equity in Early Childhood Education;

• provide opportunities for early childhood educators and researchers to learn from and support one another; promote the articulation of thoughtful, equitable, culturally, and linguistically relevant Early Childhood literacy practices;

• promote collaboration across professional organizations that focus on the education of young children;

• support new teachers in Early Childhood Education; and

• encourage and sponsor the publication of articles, books, position statements and reports that reflect the above.

**Officers:** Erin Miller, Tara Lencl, Bilal Polson, Michelle Myers

**Board Members:** Ysaca Axelrod, Candace Kuby, Ana Christina da Silva Iddings, Crystal Glover, Haeny Yoon, Iliana Reyes

**Committee Chairs:** Sally Brown, Haeny Yoon, Michelle Myers, María Paula Ghiso, Kindel Turner-Nash, Dana Bentley, Marisa Chin-Calubaquib, Eileen Blanco Dougherty, Ranita Cheruvu, Jaye Thiel
Awards & Scholarships

Kathy Epps
2016 Early Literacy Educator of the Year

The NCTE Early Childhood Education Assembly is proud to announce the recipient of the 2016 “Early Literacy Educator of the Year Award,” Mrs. Kathy Epps. Mrs. Epps has been a kindergarten teacher at Lake City Early Childhood Center for six years. She has worked in early childhood education in Florence, South Carolina since 1994. The Early Childhood Assembly is thrilled to honor an educator such as Mrs. Epps, who leads through her teaching. Mrs. Epps considers the full experience of the young child, shaping classroom culture around those needs. As illustrated in her nomination, her classroom is a reflection of the children who inhabit the space, from the physical places where children work, to the curriculum, which is developed around the needs and ideas of the children. In her nomination, Mrs. Epps is described as “caring about and caring for” her students, a practice evidenced by their rich project work, their presence in the body of the curriculum, and the engagement of their families in the classroom. Mrs. Epps is described as a teacher who expects her students to thrive, and the celebration of those individual students is clear in every element of her pedagogy. Her practice is one that celebrates the richness of children’s lives and expects the most from each individual. We are pleased to honor such a powerful educator with this award.

Christine Baranek
2016 Dinah Volk Pre-service Teacher Scholarship

Christine is a graduate student with a focus on Early Childhood and Literacy at Cleveland State University. Christine has blended theory and practice to advocate for more equitable learning opportunities for children from historically disenfranchised communities and those who have acquired institutional labels. She has carried out her studies while teaching in early childhood contexts, and has translated her knowledge to take action on behalf of students and families. As a lead pre-K teacher in a childcare setting, she advocated for a print-rich environment and helped colleagues adapt instruction to create more inclusive opportunities for students with different learning needs. As a student teacher, she spoke up to those in positions of power about the need to value (and not dismiss or overcorrect) students’ language repertoires. These day-to-day experiences with students and families are ones Christine has brought to the context of her graduate courses, edifying others about the real-world connections of course concepts and embodying the potential of teaching as a transformative act.
Noelle Mapes  
2016 Vivian Vasquez Teacher Scholarship

Noelle Mapes is a third grade teacher in New York City’s Lower East Side who forefronts issues of equity and social justice in her classroom. As a graduate student at Teachers College, Noelle pursued inquiries related to the successes and challenges of constructing accessible literacy curricula that was rigorous, grounded in students’ cultural and linguistic repertoires, and grounded in a capacities orientation. She continues to take action on these ideas in her current position as a classroom teacher, where she draws on the questions of her students to collaboratively explore multiple perspectives on gender, religion, and race. Noelle values teacher inquiry communities as a means of grappling with the complexities of enacting an equity-based instructional approach. She is an active participant in the Social Justice Teacher Group at Teachers College, where she has the opportunity to inquire into these issues alongside others.

Nancy Frick  
2016 Mariana Souto-Manning Teacher Scholarship

Nancy Frick is a 2nd grade teacher in South Carolina who is committed to critically engaged teaching, and teaching that lifts, elevates, and leverages students’ home languages and cultures as an integral part of the life of her classroom. Nancy teaches against the grain of policies which frame her multilingual students as a “problem,” and leads the way in enacting culturally responsive and multilingual pedagogies in English-dominant contexts. Nancy, who has taught for 15 years, is a monolingual English dominant teacher and teaches in a school with 16 different languages. Inside her classroom, her students are learning that being bi- or trilingual is an important asset in life, one that she threads throughout her practice. She supports children as they add English to their linguistic repertoires without ever losing sight that supporting students across languages is her ultimate goal. Nancy sees the burgeoning diversity of her students as a unique opportunity to cultivate global understandings and create a welcoming community for families and children.

FOR ECEA NEWS & RESOURCES

VISIT http://www.earlychildhoodeducationassembly.com

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**Equity and Early Childhood Education Policy Briefs**

A task force was initiated in 2015 by Kathy Short, former NCTE President, and has worked to develop a series of research policy briefs. The title of the overarching brief is *Equity and Early Childhood Education: Reclaiming the Child.* This brief is intended for teachers, researchers, teacher-educators, school leaders, families, policymakers and members of the general public who are invested in improving Early Childhood Education. Their purpose is to influence Early Childhood policies, programs, curricula to better meet the needs of diverse children and their families. Thank you for this important work— Jane Baskwill, Lisa Fink, Jessica Martell, Erin Miller, Detra Price-Dennis, Kathy Short, Kathy Whitmore, and Angie Zapata!

Perspectives and Provocations is the annually published journal of the Early Childhood Education Assembly—an assembly of early childhood researchers and educators within the National Council of Teachers of English. Perspectives and Provocations provides an outlet for Early Childhood teachers, researchers, and other constituents who have an interest in literacy and equity issues. We intend, through this publication, to create a space to critically advocate for diverse young children and their multiple and varied literacies. Articles in this publication should address the theoretical, research-based, and/or practitioner-oriented issues concerning children from birth through grade three, either and within various settings from home to school to community. Authors who publish within the journal should make clear connections between theory and practice that address timely, provocative topics. We welcome creative pieces and scholarly articles from classroom teachers, emerging researchers, and established researchers in the field. To be considered, submissions must be previously unpublished.

Submission Requirements


Format: Volume 6 submissions can be in one of two formats.

Format 1
Manuscript: Blinded 5,000-7,000 word manuscript
Abstract: 50-100 words
Title page: Must include author(s) name(s), address(es), phone number(s), e-mail(s), affiliation(s), and date of submission.

Note: Do not include self-citations, names, or affiliations on any other pages.

Format 2
Creative Piece: 750-2,000 word creative reflection on teaching practice or issues in early childhood literacy that could take the form of a short story, visual art and a caption, poem, or journal entry.

Title page: Must include author(s) name(s), address(es), phone number(s), e-mail(s), affiliation(s), and date of submission.

Note: Do not include names or affiliations on any other pages.

Procedures: Manuscripts/Reflections should be submitted electronically to the ECEA Journal editors. Submit via e-mail to Kindel Nash nashkt@umkc.edu as attachments in Word format. Please use the subject line ECEA Perspectives and Provocations Journal Submission.

ALL MANUSCRIPTS MUST BE SUBMITTED ELECTRONICALLY TO NASHKT@UMKC.EDU DEADLINE:
February 28, 2017 at MIDNIGHT
The ECEA of NCTE is excited about the continued work of the Professional Dyads and Culturally Relevant Teaching Project (PDCRT). Since 2014, the assembly has supported the implementation of the PDCRT project that is piloting ways for dyads of teachers and teacher educators to develop, evaluate, and disseminate culturally responsive literacy practices at the early childhood level (Prek-3rd grade). Since the last NCTE convention dyads have continued to work on their projects and have also met twice a year to share their progress and continue to develop a critical perspective. Beginning this Fall, the PDCRT project has been hosting NCTE webinars to share their expertise. Be sure to check out this important and transformative work!

PDCRT WEBINARS

NOVEMBER 1, 2016: Honoring Student Voice in the Early Childhood Classroom: Dramatic Play, Stories, and Story Acting (Carmen Llerena, Haeny Yoon, Jesse Gainer & Nancy-Valdez-Gainer)


APRIL 19, 2017: Toward a Culturally Responsive Inquiry Curriculum in Early Childhood Classrooms (Tasha Tropp Laman, Janelle Henderson, Michelle Myers, Kathy Epps, Shashray McCormack & Kathryn Whitmore)

Visit http://www.ncte.org/seminars for more information and to register.

ECEA MEMBERSHIP

Annual Dues:
$10/Teacher membership
$10/Student membership
$15/Regular membership
*Teachers receive the 1st yr. of membership for $1

Lifetime Dues:
$80.00/NCTE members
$60.00/Teachers

How to join:
ECEA Website
http://www.earlychildhoodeducationassembly.com/

Select the membership link.
In our recent election cycle there has been a resurgence of public and uninhibited racism, xenophobia, Islamophobia, sexism and misogyny in public spaces. A recent report by the Southern Poverty Law Center calls attention to how the campaign season produced a troubling level of fear and anxiety amongst children of color, and an increase in bullying and racial and ethnic tensions. After the election, there have been many reports from communities across the nation of young Black, immigrant and Muslim children being the victims of bigotry. Issues of social justice and anti-racism are at the forefront of the ECEA’s work toward change. The following snapshots into two Early Childhood classrooms give us a glimpse of how young children have made sense of the elections and their identities in these troubling times. They give us a moment to pause and ask ourselves, where do we go from here?

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**On Being “Appropriate”: The 2016 Election in a PreK Classroom**

*by Dana Bentley*

Appropriate. When thinking about the time in which we teach, that word weighs very heavy on my shoulders. We carry the weight of it in our classrooms. What is “appropriate” for our students? It is not “appropriate” to discuss current events with young children. It would be “inappropriate” for us to take sides in an election, where all families may not share our views.

Appropriate. There’s that word again. And the way I see it, yes, it is inappropriate. It is inappropriate that our children had to be born into a world where this is the reality. It is inappropriate that they are faced with this presidential election. It is inappropriate that their world seems to hold the possibility of violence around every corner. It is inappropriate they are forced to carry the weight of quasi-knowledge forced on them by media saturation.

Yes, appropriate weighs very heavy on my shoulders these days. As a teacher, I am caught between two “appropriates.” There is the appropriate that we imagine, that people idealize, the appropriate that holds children safe, as somehow protected from the outside world. And then there is the appropriate I know. The appropriate that is my students, walking into my classroom, carrying their knowledge, and finding a space to unburden themselves, and to make something new, something comprehensible within our classroom community. Because I know that they know. And the only appropriate that really matters is the one that we are able to create, an appropriate rising up from a shared unburdening, and remaking as a classroom.

Appropriate.

This election season has been a challenging one during which to teach. To not talk about it is to willfully step away from the reality in which the children live. To try to talk about it without judgment or bias feels almost impossible. And so, as teachers, we stepped back. We wondered, what was this all about really? And how could it be “appropriate”? How could we push the issues, yet not advocate our politics? The answer came in the form of a book, and the children’s powerful responses.

In my PreK classroom, we chose do a close reading of *Grace for President* (DiPucchio, 2012), a book in which a young Black girl
realizes there have been no women presidents, and proceeds to run for president of her own school. The reading and rereading of this book brought forth the voices of our students on these issues, giving them a space to share perspectives on justice, politics, and good work. Below are a few examples of their conversation:

**Noticing and Wondering:**
- There are no girl presidents.
- Girls are not presidents.
- It was sad ‘cause she wants a girl to be president. ‘Cause none girls have been presidents.
- There’s a girl that wanted to be president.
- She wanted to, ‘cause there was no girl president.

**Connections:**
- I’m making people vote for Hillary, with my family.
- Hillary can have more votes if you make people vote for Hillary.
- My dad says that Hillary Clinton in winning.
- ‘Cause she really wants to be president.
- You might not know this but Hillary was voting for president last year, but Obama won, so she’s doing it this year.
- And George Washington was the first one.

**Making Sense of the Work:**
- You have to know what to do before you be a president.
- You have to remember, you shouldn’t forget cause you should work hard to be president. She had to work.
- You have to work hard and do studying. So you know what to do.
- You need to remember what you do everyday. And you need to be a grownup.

Below are a few examples of their conversation:

- ‘Cause kids can’t do it, ‘cause grownups can do it. Kids might not know how to be president.

These are just a few of the rich comments and conversations we had around this issue, and as always, the children led the way. As I was embroiled in these questions of appropriate and inappropriate, biased and neutral, the children walked right past our confusion and into the clarity and precision of their thinking. They went high. They thought about justice, and the need for women to be presidents. They considered connections with the current election, and the reasons why someone might want to run. Ultimately, they led us to the work itself. They told us about how to be qualified for the job. About what one would need to do to be a good president. And in these moments, all of the concerns and questions subside as the children take their knowledge, organize, clarify, and make meaning so clear, poignant, and appropriate it reminds me of why I am an early childhood teacher.

You have to remember, you shouldn’t forget cause you should work hard to be president. She had to work.

**Epilogue: On Being “Appropriate” on November 9th, 2016**

I look back on my own words today and see my hubris. I was so sure of the future I was giving to my students, to my son and daughter. I was so sure. And I know that not everyone shares this sentiment, but Hillary Clinton is my hero. It just made sense that she would someday be my president. I do not know how to let her go.

But perhaps it is best not to go down that path right now, and so I turn again to the topic at hand: being appropriate. Because that is the real question now, isn’t it? How do we teach children in a country that is dragging us down a decidedly inappropriate path? How do we
mindfully usher young children into a world that is unworthy of them?

As I gazed unsleeping into the early hours of November 9th, 2016, I was thinking what I imagine all teachers were thinking: what will I say to the children? Those were the words the faculty choked out to each other as we wept that morning at school, trying to get ready, “What will we tell them?” And, as usual, the children were the leaders. The children found the path, as I was lost in darkness.

That morning we sat in a circle on the purple rug, one child in my lap and one snuggled up on either side of me. I pretended that it was because they needed my closeness in that moment, but truthfully, they knew I needed them. We opened up the floor, sharing our “news of the day,” allowing the children to begin the conversation. We waited, tense over what might follow. Here is where they led us:

Making Sense of Today:
• Donald Trump won but our world is not going to be bad. It’s going to be good because there’s all these people that will be good. Good things are planting the plants and trees and making sure that the world doesn’t turn bad.
• There are a lot of people are here to try to get the president to be better.

Making Plans for Tomorrow:
The conversation then turned, as it often does, to the future, the endless horizon in the minds of four and five-year-olds. One of my strong, quiet girls announced:
• You can be president 2 times.
• I’m going to be president 2 times too.
• Me too!
• I’m going to be president too. No, actually, I’m going to be a doctor. Maybe a doctor-president!
The classroom erupted into children giving the “me too!” sign. Apparently many of the children in my class have presidential aspirations. Most of these future presidents are girls.

And so, this is not the world I wanted for you, my children, my students. This is inappropriate in a way I could not have imagined. At the moment, I cannot see my way through the darkness. But, as always, I do not need to. I will be led by you, today through your powerful thinking during turmoil, and tomorrow, as you become the leaders that I know you will be. I will remember that, on November 9th, 2016, as I sat and held you, and was held by you, you reminded me that the light is still there. That when we have made an inappropriate world, you will lead us back. You will begin to write a new story. I can only hope to be beside you as you write it, to ask questions, to hold you and to be held, and to hope that we can give each other something better. On that dark day, it was you, not me, who found the “appropriate” path:

When I’m the president, I will make the world safe and I will be the president forever. I will be a good president for 4 days and I will stop by and say hi. I will keep the world safe for all the people.

When it’s my turn to be president, there can be no guns and no explosions.

When I am president I will take care of trees, grass, flower and food.
God bless America.

Dana Frantz Bentley is a PreK teacher and teacher researcher in Cambridge, MA. She has been teaching young children for over fourteen years. Her teaching and writing focus on social justice, critical pedagogy, and emergent curriculum in the early childhood classroom.
**Superhero Like Me**  
*by Akiea Gross*

Over the years, I've grappled with how to have developmentally appropriate, yet conscious, conversations with my Kindergarten students about race, equity and other social justice issues that both directly and indirectly affect who they are and how they experience the world. I've found it even more difficult to perfect this balance as a Black educator, in an all Black and Latina/Latino school, who has faced, and still faces, these same injustices. In fact, many people throughout my career have questioned whether or not these topics should be addressed with 4 to 6 year olds. "They're too young," people have said to me. "They should just be able to be kids and not have to think about these things."

While I agree that the preservation of youthful innocence is a top priority, especially in Kindergarten, I would caution against the assumption that students are not already consciously, or unconsciously, aware of and/or affected by the biases, prejudices and systemic inequities that exist and live in the world around them. Two years ago, I asked a student why she colored the princess version of herself three shades lighter than her skin tone, and her response was, “That’s what all the princesses look like in the books.” Another time, my student (who is Black) saw a black squirrel outside and screamed, “Ahh! That squirrel is scary!” When I asked her why, she responded, “Because he’s black.”

I could have ignored these comments, but ignoring would only have sought to perpetuate these inequities, the same ones responsible for these unconscious beliefs. Instead, I chose to have conversations; conversations rooted in self-love, self-awareness and empathy. And I did so in ways that were culturally responsive, relevant, and developmentally appropriate. This is how I teach my students that they matter.

Last school year, I designed a study called, “Superhero Like Me” after my students simultaneously became interested in superheroes and identifying and solving problems in the world. I presented them with a picture of some of their favorite superheroes: Spiderman, Superman, Iron Man, Captain America, etc.

“What do you notice about them?” I asked. “Do any of them look like you?” “Most of them are boys,” one student said. “Wait. None of them look like me. None of them are Black! Why?” said another. Then I asked them how they felt. Many of them said they were sad or angry, and that it wasn’t fair.

That is how “Superhero Like Me” was born. I asked my students to discuss what made superheroes so super. They talked about how they helped people. We compared our solutions-based persuasive writing to superhero work. Then I challenged them to imagine...
themselves as superheroes, because they too, were thinking of ways to help people in the world. And so they did. Equipped with previous knowledge of how to find their respective skin tones using our skin tone colored pencils, and the fervor to help those in need, my Kindergartners finally found the heroic representation that they deserved: in themselves.

Akiea Gross is the Founder and Educator-in-Chief of Equitable Schools, Inc. an early-stage nonprofit on a mission to close the opportunity gap for students of color by improving racial and cultural equity in schools, the creator of “Black Teachers Matter” and is a current Kindergarten Teacher at Harlem Village Academies Leon H. Gray Elementary School. She is a former Zankel Fellow in Teachers College’s Office of School and Community Partnerships and a former Graduate Assistant at TC’s Rita Gold Center. She has been teaching for 6 years.

Resources for Anti-Racism & Social Justice

Issues of social justice and anti-racism are at the forefront of the ECEA’s work towards change. We recognize that the journey toward institutional and pedagogical self-examination and transformation is not an easy one, but believe strongly that we cannot settle for less if we are to contribute to a more equitable world and educate every child well. We see early childhood classrooms and teacher education programs as primary spaces where this work must be done in earnest.

Our Social Justice website offers schools and teacher education programs can find a wealth of resources. We also provide access to a Consultants Network— key scholars and educators who can work with your schools to support you in examining existing structures and pedagogies and work to envision a new possible.


ECEA Day of Early Childhood
Saturday, November 19, 2016
Atlanta, Georgia

http://earlychildhoodeducationassembly.com

OPENING KEYNOTE: 8:00–9:15 a.m. Room A311*

F.34 Understanding and Countering Deficit Perspectives on Children’s Language: Preparing to Advocate for Families and against “Word Gap” Claims
Presenters: Randy Bomer, Aimee Hendrix Soto, Catherine Lammert, Charlotte Land, Ramón Martínez, Jessica Rubin, Natalie Svrcek, Saba Vlach

Educators have seen a stream of news reports about research on the language of poor, African American, and Latinx children, and the reports are often symptomatic of widely held deficit perspectives. This session explores the research, the reporting, and the public response. Participants will leave equipped with understandings and ways to respond in their own communities.

SESSION G: 9:30–10:45 a.m.

G.04 Advocating for Culturally Sustaining Pedagogies in Early Childhood Classrooms (A301)
Presenters: Alicia Boardman, Bilal Polson, Kathy Epps, Michele Myers, Jesse Gainer, Nancy Valdez-Gainer, Roberta Gardner, Rachel Gilmore, Jannelle Henderson, Tasha Laman, Tylianna Wells Smith, Carmen Llerena, Haeny Yoon, Sandra Osorio, Shashray McCormack, Kathryn Whitmore, Emily Zuccaro, Sara Carrillo

G.20 Early Childhood Preservice Teachers’ Emerging Understandings of Critical Literacy (A315)
Presenters: Sue Mankiw, Ranita Cheruvi, Vince Laverick

G.21 Young Children Take Action: Helping Students Think Critically and Talk Openly About Difference to Promote Advocacy and Activism (A316)
Presenters: Chris Hass, Tiffany Palmatier, Sarah McKinney, Katie Stover

SESSION H: 11:00 a.m. – 12:15 p.m.

H.13 Making Children Visible Through Storytelling and Multimodal Practices (A313)
Presenters: Dana Frantz Bentley, Tran Templeton, Haeny Yoon, Tara Lenc

H.14 The Power of Inquiry, Investigation & Play: Igniting Deep Learning and Joyful Growth (A314)
Presenters: Renee Dinnerstein, Allison Porcelli, Dana Roth, Katie Rust Brown, Adele Schroeter, Cheryl Tyler, Kristine Mraz

H.50 Children’s Literacies, Languages, and Identities Nurtured in Religious Settings: Insights for Secular Teaching Practice and Advocacy (A316)
Presenters: Eve Gregory, Arani Ilankuberan, Vally Lytra, Tryphenia Peele-Eady, Andrey Rosowsky, Dinah Volk

SESSION J: 2:45–4:00 p.m.

J.03 Culturally Responsive Writing Workshops: Using Diverse Mentor Texts and Mentor Authors to Promote Advocacy in the Early Years (A301)
Presenters: Sinéad Harney, Bobbie Kabuto, Brian Kissel, Adriana Medina, Erin Miller, Kindel Nash, Kathleen Olmstead, Karen Wood

J.12 "I used red to show hope": Young Children Create Meaning in Writing and Art (A315)
Presenters: Michelle Doyle, Laura Fuhrman, Jenna Loomis, Ray Martens, Prisca Martens, Elizabeth Soper, Robbie Stout

J.45 Culturally Relevant Literacy Teaching, Kindergarten through 4th Grade (A316)
Presenters: Alicia Boardman, Carmen Llerena, Jessica Martell, Abigail Salas, Mariana Souto-Manning
CLOSING KEYNOTE: 4:15 – 5:30 p.m. Room A311

K.08 “It’s time to re-write the story”: Active Anti-Racist Teaching through Critical Dance and Visual Arts Literacies in the Early Childhood Classroom
Presenters: Alicia Boardman, Susi Long, Shashray McCormack, Bilal Polson, Roberta Gardner

Teachers want to do something but seek support for teaching anti-racism in early childhood classrooms. This presentation describes a decolonizing approach to using critical dance and visual arts literacies to help children learn literacy and anti-racism through examinations of African American, African, and Latino/a dance and visual art forms.

ECEA BUSINESS MEETING & GET TOGETHER 5:45–7:00 p.m. Room A311

SIG.10: The Early Childhood Assembly provides a home for all who work with young children and look forward to engaging in dialogue as we seek to support teachers of young children with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities.

ECEA Officers: Erin Miller, Chair; Michele Myers, Assistant Chair; Tara Lenci, Secretary; Bilal Polson, Treasurer

OTHER EARLY CHILDHOOD SESSIONS
*For room locations, please check your NCTE mobile app or your program booklet*

Friday, November 18
- A.02 Charts as Tools for Conversation, Advocacy and Action (A303)
- B.49 Vocabulary Matters! (B404)
- C.07 Advocacy: There’s Not an App for That (A402)
- C.51 Meet a Blue-Ribbon School: How a High-Needs, Urban, Public Early Childhood School Raises Lifelong Learners (A404)
- D.01 Shh! We Have a Plan: Classroom Literacies and Community Advocacy to Teach English Language Arts POWERFULLY (A305)
- D.19 Risking Writing: Classroom Teacher as Poetry Advocate (A408)

Saturday, November 19
- F.10 Advocating for Emergent Digital Literacy through Play: Young Children as Creative Digital Producers (A312)
- F.15 Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners (A316)
- F.31 Literacy Inside Out: Connecting Inside Literacy with Outside Science and Engineering through Picture Books and Writing Lessons in the School Yard, School Garden and Nearby Nature (A408)
- G.11 Parents as Literacy Advocates: Learning together in and out of the classroom (B201)
- G.17 Multimodal Text and Practices Bridging Classrooms and Communities (A311)
- G.32 Early Childhood Teacher Educators Examine Advocacy for Diversity and Social Justice in Language and Literacy Classrooms (B209)
- H.11 Young Children and Materials Expanding Writing Possibilities: Aesthetic Inspirations, Literacy Desirings, and Co-Curators of Literacies (A311)
- H.15 Advocating for Young Children’s Right to Learn, Thrive, and Play (A315)
- I.12 Impacting Early Literacy Through Family Engagement (A316)
- I.13 Black Girls Read: An African American Read-In Celebrating the African American Female Literary Legacies of the Past, Present, and Future (A402)
- I.18 Reading Illustrations and Creating Art Enhances Writing (A301)
- J.10 Agency and Advocacy for Early Childhood Literacy (A313)
- J.18 Second Graders in Control: Exploring Open-Inquiry in Primary Classrooms (A408)
- K.26 Classroom, Community, and the World: Inquiry and Advocacy (A408)

Sunday, November 20
- L.22 The Audacity of Accountability (A303)
- L.32 Understanding, Valuing, and Advocating for our Immigrant Students and Families (B201)
- M.16 Lights! Camera! Advocacy! Teachers & Young Learners Co-create Stories that Matter (B207)
- N.21 Power to the (Little) People: Integrating Oral Storytelling Across the Curriculum to Engage and Empower All Students (A303)

*NOTE: ALL SESSIONS ARE AT THE GEORGIA WORLD CONGRESS CONVENTION CENTER.*