

Tuesday May 17, 2022

BREAKOUT #1

11:00AM-12:30PM

#22 **REGENCY BALLROOM R**

Holistically Supporting Young Children's Development

Children develop holistically in all parts of the world but how do we intentionally support children to grow and learn in all kinds of environments? Learn how it is done in Uganda, Australia, and the United States.

Eliane Mbabazi, *Uganda*; Rita Were, *Uganda*; Lauren Starnes, *United States*; Kathryn Murray, *Australia*; Zachary Mural, *United States*

#1 **BARREL SPRING I**

United We Stand - We Make a Difference

Come and join us with our stories, strategies, and techniques on how to cultivate a strong foundation for successful advocacy.

Naison Bhunhu, *Zimbabwe*; Neelima Chopra, *India*,
Grace Wasanyi Kabazigah, *Uganda*; Vickie Calderon, *United States*

#34 **BARREL SPRING II**

Keeping All Our Children in Mind: Supporting Well-Being in Early Care and Education for Children and Adults

As those with a responsibility for children's wellbeing above all else, we need to be mindful of them and what is going on in their lives. Grounding ourselves in our passion and compassion for our work, we'll explore challenges children face due to health or socioeconomic factors and we'll share mindfulness strategies for supporting children's well-being and our own.

Sara Garner, *United States*; David Wright, *United Kingdom*;
Hadijjah Naggayi, *Uganda*

#17 **RAINBOW SPRING I & II**

Fostering Sustainability through Establishing Kinship

Setting the stage for children to form a kinship with the land is vital in fostering future agents of change. So, how do we, as educators, provide space, time, and provocations to cultivate future stewards of the Earth?

Paula Mazzola, *Brazil*; Megan Gessler, *United States*;
Jill Primak, *United States*; Ricardo Ramos, *United States*;
Claire Warden, *Scotland*

You are invited to choose one of the concurrent sessions described on these two pages.
If a room is full, please make another choice.

#56 **REGENCY BALLROOM P**

Collaborative Partnerships for Early Education, Health and Child Care Transformation

A panel discussion between partners: Primrose Schools, in collaboration with Advent Health, Bainum Family Foundation, and Purpose-Built Communities/LIFT Orlando, who have helped open the West Lakes Early Learning Center. Located within the West Lakes neighborhood south of Camping World Stadium – this center combines high-quality early education, childcare and comprehensive health, wellness and social services for underserved children and families.

Alfreda Clark, *United States*; Maria Katz, *United States*;
Jo Kirchner, *United States*; Rajan Wadhawan, *United States*;
David Collis, *United States*; Eddy Moratin, *United States*;
Timothy Ayers, *United States*; Annette C. Heng, *United States*

#9 **REGENCY BALLROOM Q**

Connecting Indigenous Children to their Culture: Using Land, Story, Dance, and Governance

This workshop will inspire participants to provide an environment that connects children to their culture by connecting them with Mother Earth and through story, dance and governance.

Gale Spotted Tail, *United States*; Sue Sterling-Bur, *Canada*;
Monica Sayad, *United States*; Barb Carlson, *Canada*

#14 **VIRTUAL SESSION — LOG IN AT worldforum.sutra.co**

Finding My Way to Yes

Perspectives from the WF Working Group on Men in ECE

Darren Krafska, *United States*; Kenny Spence, *United Kingdom*;
David Wright, *United Kingdom*

Tuesday May 17, 2022

BREAKOUT #2

2:00PM–3:30PM

#15 **REGENCY BALLROOM R**

Diversity is an Asset: Affirmation from Multiple Perspectives

This session's presentations will shed light on the essence of affirming diversity from multiple aspects. Presentations range from the importance of early childhood in education and how to leave no child in poverty, to how children's language, culture and identity impact curriculum and their learning. We will also have the privilege of hearing an indigenous creation story sparking dialogue, layering diverse cultural beliefs and practices, and offering hope in creating an inclusive Early Learning and Child Care curriculum and pedagogy. Diversity is an asset, every child matters.

Sidonia Alenuma, *United States*; Rosina Merry, *New Zealand*;
Therese Wiart Jenkinson, *Canada*; Elder Roy Bear Chief, *Canada*;
Carolyn Bjartveit, *Canada*; Kathy Wolfe, *New Zealand*

#20 **BARREL SPRING II**

Sustainability in the Early Years: Real-World Applications

Explore practical approaches to the UN Sustainable Development Goals, including why it's important to introduce them early on. Presenters will share specific projects, including an early years sustainability resource for students, workforce and families, a cloth diapering initiative and a nature playscape and food forest, with ideas for capitalizing on the growing interest in nature-based programming and sustainability due to the pandemic and climate change.

Cheryl Hadland, *United Kingdom*; Janet King, *United Kingdom*;
Shelly Zacks, *United States*

#11 **REGENCY BALLROOM Q**

Belonging: Building a Community Around Fairness and Equity

A policy and practice discussion based on the experiences of three panelists from three countries: Rwanda, United States, and Vietnam.

Eddy Nyarwaya, *Rwanda*; Duane Dennis, *United States*; Filip Lenaerts, *Vietnam*; Kim Hiscott, *Canada*

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2:00PM–3:30PM

#25 **REGENCY BALLROOM P**

The Infants' and Toddlers' Wondrous World

Our youngest citizens thrive alongside their peers as they experience this world as a wondrous place. As adults we support this learning by being present, sharing in their experiences and treating each child as an individual. Hear from a panel of professionals as they describe the way Infant and toddler programs look from around the world.

Puran Jafaribaghni, *Iran*; Jennifer Kesselring, *United States*; Andrea Sisbarro, *United States*; Elsa Chahin, *United States*; Debbie Laurin, *Canada*

#50 **RAINBOW SPRING I & II**

Transitions are a Part of Life

Transitions are sometimes unexpected and somehow intimidating, even for adults. During this session participants will learn about techniques and strategies to support children and adults to successfully navigate the process of change.

Priya Anaokar, *Jamaica*; Joan Thomas, *Jamaica*; Jose Ivan Azamar, *United States*; Myrtle Welch, *United States*; Lexie Estacio, *Philippines*

#C **VIRTUAL SESSION — LOG IN AT worldforum.sutra.co**

The Impact of HIV/AIDS

Participants will consider the impact HIV/AIDS continues to have on young children, the transition into adulthood and new parents as we share our experiences and endeavors of care.

Deutschmann Paadeh, *Uganda*; Ranju Pandey, *Nepal*; Colani Magongo, *Eswatini*; Collin Wanyama Wandera, *Uganda*; Elfrida Kumalija, *Tanzania*

Tuesday May 17, 2022

BREAKOUT #3

4:15PM–5:45PM

#6 **REGENCY BALLROOM R**

Making Inclusion Work: Leadership, Management and Advocacy

The WF Working Group on Including Children with Special Needs presents four stories from members highlighting their commitment to inclusion in different ways and in different contexts in natural settings around the world. Common themes include: the importance of leadership from directors and innovation from educators, the importance of continuous development and assessment of principles of inclusion, and everyone's role in taking responsibility for inclusion in our communities. Come share what is happening in Kenya, Laos, Canada, the United States and your country.

Vikate Phannalath, *Laos*; Donna Freeman, *Canada*;
Roberta Goldberg, *United States*; Janet Ndeto, *Kenya*

#42 **BARREL SPRING I**

Inspiring Early Childhood Leadership: Insights from Leadership Development Projects in the United States, Canada, Uganda, and South East Asia

The focus of this panel is to share impactful strategies from innovative early childhood projects. Participants will have the opportunity to hear about four diverse approaches to enhancing the quality of early childhood programs.

Mayega Samson, *Uganda*; Beth Fredericks, *United States*;
Bronwen Lloyd, *Canada*; Susan MacDonald, *United States*

#46 **BARREL SPRING II**

Helping Teachers Grow: Diverse Perspectives for Nurturing Teachers as They Begin and Blossom in Their Careers

We all know teachers are at the center of high-quality early care and education, but how what does the science tell us about the training and support they need to thrive? Attend this session to exchange ideas and gain diverse perspectives on supporting pre-service and current teachers in knowing and caring for themselves.

Kathe Petchel, *United States*; Christine Kiewra, *United States*;
Cristina Mesquita Gomes, *Portugal*; Aidah Nabukeera, *Uganda*

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4:15PM–5:45PM

#36 **REGENCY BALLROOM P**

Inspiring Teacher Engagement by Connecting with Children, Community, and Sharing Ourselves

Early childhood programs from different countries will share innovative strategies to engage teachers and children in deep, authentic and place-based learning.

Andrea Sisbarro, *United States*; Karthika Viknarasah, *Australia*;
Kim Hiscott, *Canada*; Amanda Saw Hong Tan, *Malaysia*

#23 **REGENCY BALLROOM Q**

Centering Diverse Voices: Understanding the Value and Benefits of Inclusivity in Early Childhood Leadership and Environments

We will explore the benefits of being intentional with creating diversity in early childhood leadership and environments and analyze why it is so important to your overall success.

Omolara Otujo, *Nigeria*; Benjamin Kikkert, *Australia*;
Yuki Takahashi-Braybrook, *Australia*; Tiffany Grant, *United States*

#31 **RAINBOW SPRING I & II**

Learning through Change: Support for Early Childhood Research and Practice

This session spotlights research and practice spanning the United States, UK, Nepal, Jamaica and Australia. A common focus is on the changing roles, responsibilities and practices within early childhood services and associated systems to best support children, families and educators in an ever-changing world.

Mukunda Prakash Kshetree, *Nepal*; Vicki Christopher, *Australia*;
Emily Garratt, *United States*; Ceceile Minott, *Jamaica*

#37 **VIRTUAL SESSION — LOG IN AT worldforum.sutra.co**

All are Welcome Here, Supporting Children and Their Families

Each presenter will share what they know about child development and the innovate ways they have found to help children adjust to a new country, develop milestones and express their true selves.

Mercy Sakanya, *Zimbabwe*; Nektarios Stellakis, *Greece*;
Amrita Jain, *India*; Shipra Suneja, *India*

See you at the International Dance tonight! More on page 20.

Wednesday May 18, 2022

BREAKOUT #4

11:00AM-12:30PM

#28 **REGENCY BALLROOM R**

Perceptions of Play

This session will provide insight into the perceptions of play in Bangladesh, and the United States. Differences in parent and teacher perceptions of play will be discussed as we understand what can be done to promote play. Categories of risky play, differences in the perception of risky play, and examples of how programs address risky play will be provided.

Golam Kibria, *Bangladesh*; Lisa Gannoe, *United States*;
Dana Bush, *United States*;

#8 **BARREL SPRING I**

Including Children of All Abilities: Nurturing Participation with Thoughtful Activities, Materials and Environments

Children's daily environments are a key component in our conversation around inclusion. This session provides three perspectives on how we can compassionately create play and learning spaces that offer activities for children of all abilities to nurture their bodies, minds and spirits. Panelists will share an innovative framework for creating and assessing inclusive learning environments; why play and learning spaces need to stimulate children's seven senses; and the amazing power of yoga for the health and wellness of all children.

Nirali Shah, *India*; Jena Jauchius, *Canada*;
Kirsten Haugen, *United States*

#47 **BARREL SPRING II**

Knowing and Caring for Ourselves to Know and Care for Our Children

We'll explore and share innovative programs to support, encourage and train early years professionals, including capacity building to improve early care and education in vulnerable communities, on- and offline resources focused on the science of early childhood development, and a work-integrated learning program – a cohort model of courses held within early childhood programs.

Maria Storr, *Canada*; Ruby Motaung, *South Africa*;
Jeanne Puritch, *Canada*

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11:00AM–12:30PM

#13 **RAINBOW SPRING I & II**

We Are All Innovators—We Work With and For Young Children

Join us for a lively discussion of innovations in programs for children and their teachers. We will feature programs in Israel and India, and ask our audience to bring their ideas from around the world.

Anat Bar, *Israel*; Priyadarsini Mohanty, *India*; Swati Popat Vats, *India*; Pam Boulton, *United States*

#45 **REGENCY BALLROOM Q**

Building Leadership and Organizational Capacity for the Future

Early childhood programs need leaders who articulate their mission, manage their organization and secure essential funding to deliver quality early care and education. The role of early childhood director requires a robust set of competencies to successfully lead and evaluate their programs, think strategically and manage the business and operations. This panel discussion brings leaders and leadership developers together to explore and identify strategies to build leadership, governance, management and financial capacity in early childhood organizations in an array of settings, program models and cultures.

Bob Siegel, *United States*; Karen Foster-Jorgensen, *Canada*; Heidi Hagel-Braid, *United States*; Lori Prospero, *Canada*

#53 **VIRTUAL SESSION — LOG IN AT worldforum.sutra.co**

Pedagogy and Teaching Methods: Guidance with Embedding Indigenous Perspectives

Indigenous Peoples Action group will engage in a panel conversation about their experiences in embedding indigenous perspectives. They will share their own stories, challenges, and successes on how pedagogy is creating culturally safe and welcoming learning environments. This shift in pedagogy ensures healing for First Nations Peoples and educates a greater understanding of the importance of cultural perspectives and teachings.

Carolyn Codopony, *United States*; Karen Anderson, *United States*; Lisa Walker, *Australia*

Wednesday May 18, 2022

BREAKOUT #5

2:00PM–3:30PM

#38 **REGENCY BALLROOM R**

Why Environments Matter: Creating a Positive Impact through Design

Come explore with us why and how environments for young children matter. We'll explore the relationship between space, design and pedagogy; the ways quality child care centers can impact communities; evaluating environments through multiple perspectives; how to get environments right, and why engagement is paramount.

Vera Anselmi Melis Paolillo, *Brazil*; Edward Buglewicz, *United States*;
Mike Lindstrom, *United States*; Michelle Pratt, *New Zealand*

#5 **BARREL SPRING I**

Conflict and Peacebuilding

Perspectives from different countries on the effects of conflict on children and what communities and schools can do to promote peace.

Mohamed Kabba, *Sierra Leone*; Adejare Somorin, *Nigeria*;
Abel Ntambue, *Democratic Republic of the Congo*;
Connie Duran Robertson, *México*; Manjusree Mitra, *Bangladesh*

#3 **BARREL SPRING II**

Understanding and Supporting Children's Rights in the Family and in Alternative Care Settings

This session will explore how children's rights are impacted by state policies, diverse family structures and living situations and even challenges including natural disasters and the pandemic. We'll explore children's rights through different lenses, including safeguarding and how children are cared for in kinship and alternative care settings, and look at ways to respect, protect, ensure and promote children's rights.

Meenakshi Dahal, *Nepal*; Martin Buwembo, *Uganda*;
Ronald Ssentuuwa, *Uganda*; Neema Ghimire, *Nepal*

#A **VIRTUAL SESSION — LOG IN AT worldforum.sutra.co**

The Importance of Early Childhood

This session will explore influencing government policies and community stakeholders

Carol Miriam Ntudde, *Uganda*; Tariqul Chowdhury *Bangladesh*; Shamim Abboud Sewaje, *Uganda*; Andrew Nsigaye, *Rwanda*

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2:00PM–3:30PM

#29 **REGENCY BALLROOM P**

Debunking the Myths and Designing for Play

Play is essential for children's optimal growth and development. Learn about the ecological model of play while discussing varied contexts and perspectives. Hear how to design and advocate for play in early childhood settings and beyond.

Barbara Easton, *United Kingdom*; Lukas Ritson, *Australia*;
Cindy Schroeder, *Canada*

#12 **REGENCY BALLROOM Q**

Equitable Access to Quality Education in Early Years

All children deserve the same, yet socio-economic status has created a divide among them in aspects of accessibility to quality life and education. Recent digitalization of education has also added to this divide. Thus, this session will help us know about ways in which we can decrease this divide by providing children with quality early years education using easily accessible environments and pedagogical tools which will be shared by our panelists from India, Uganda and Zimbabwe.

Garikai Makokoro, *Zimbabwe*; Lilian Ainembabazi Tusiime, *Uganda*;
Kausar Sayeed, *India*, Lillian Mpabulungi Ssengooba, *Uganda*;
Ritimoni Bordoloi, *India*

#33 **RAINBOW SPRING I & II**

Children's Wellbeing and Resilience: Everyday, Everyone, and Everywhere

As early education professionals, we all have an obligation to understand and respond to children's well-being and resilience. In this session, we will share insights and real-life examples of applying research-informed social-emotional learning and trauma-informed practices. Together we will answer the questions: What can we do? What should we do? What can you do?

Vijaya Murthy, *India*; Nancy Alexander, *United States*;
Rachel Robertson, *United States*; Caroline Wright, *United Kingdom*;
Ann Stubbs, *United Kingdom*

Wednesday May 18, 2022

BREAKOUT #6

4:15PM-5:45PM

#18 **REGENCY BALLROOM R**

Identify and Protect Children in Need

During this session the participants will be informed about the historical contents of the marginalization and abuse of Romani people in Europe and present trafficking of Romani children. Also, they will be introduced to child protection issues which children face in refugee camps and good practices to address those issues.

Anjum Nahed Chowdhury, *Bangladesh*; Priyanka Handa Ram, *Botswana*; Petr Torik, *United Kingdom*; Brixhida Xheka, *Albania*

#52 **BARREL SPRING I**

Learning From Family Experiences in Pandemic Times

In this presentation, the viewpoints of families who support their children through early childhood disability services will be used to highlight how systems functioned through pandemic times. Families' perspectives illustrate how society responds to disability in childhood.

Anne Sivanathan, *Malaysia*; Kathryn Underwood, *Canada*; Cecilia Scott-Croff, *United States*

#30 **BARREL SPRING II**

Play - What, Who and How

Despite the presenters being from vastly different communities in diverse parts of the world, the importance of play, the role of educators, and the resources required, are shown to be universally similar in this presentation. These insights will inspire new ideas, raise interesting questions, and reinforce the importance of why we all think play is so critical for young children.

Rupali Tanna, *India*; Debbie Pwa, *Singapore*; Julie Hay, *South Africa*

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If a room is full, please make another choice.

4:15PM–5:45PM

#21 **REGENCY BALLROOM P**

Environments and Relationships to Support Children's Development

When play, movement and ultimately the child are at the center of your programming, great things happen for children! This is evident as insights are shared from varied countries and perspectives. Come ready to have your mind and heart opened.

Shalini Kumar, *Australia*; Jyoti Mohak Narkhede, *India*;
Jayne Singer, *United States*

#55 **REGENCY BALLROOM Q**

Parents' Engagement in Early Childhood Development

The panelists will discuss and tell stories from their experiences in Mongolia and Afghanistan on the role of parents in early literacy and children's holistic development. This session will be an opportunity to hear about two perspectives from different parts of the world—Mongolian Education Alliance's plan, with support from the Asia Foundation and Lorinet Foundation, for engaging parents from a disadvantaged community in Ulaanbaatar, the capital city of Mongolia; and, from Afghanistan during the pandemic (COVID19), Aga Khan Education Service (AKES) implemented a "homebased learning program." This program was a collaboration with a local telecommunication company to use telephones for supporting parents.

Batjargal Batkhuyag, *Mongolia*; Najeebullah Musafirzada, *Afghanistan*

#26 **RAINBOW SPRING I & II**

Language and Nature

Discover how a rich, biodiverse landscape supports early development and how a connection to our mother language creates a deep and lively connection to the earth.

Kathryn Briner, *United States*; Bishnu Hari Bhatta, *Nepal*;
Heather Fox, *United States*; Shirley Murillo, *United States*

Thursday May 19, 2022

BREAKOUT #7

8:30AM–10:00AM

#43 **REGENCY BALLROOM R**

Resilient Leadership

This interactive session will engage participants in a conversation from four perspectives about Early Childhood Education Leadership. Beginning with an original poem about the importance of nurturing your passion that powers your work as a leader in this field of practice, followed by a short presentation of what three Early Childhood Educators are facing in the midst of COVID 19 and why early childhood programs succeed, and fail.

Ebenezer Lartey, *Ghana*; Robert Gundling, *United States*;
Jahi B. Davis, *United States*; Angel Stoddard, *United States*

#48 **BARREL SPRING II**

Effective Training and Assistance for Isolated Programs and Providers

This session will share three different experiences and lessons learned reaching teachers in remote or isolated situations. The presenters will share support strategies for rural United States-based family-home providers; overcoming challenges of teaching in remote areas of Nepal during the pandemic; and building a network of professional development and support for rural teachers in Portugal.

Elizabeth Thorne, *United States*; Luis Ribeiro, *Portugal*;
Loren Weybright, *United States*

#49 **RAINBOW SPRING I & II**

ECE Technology Trends and Tools to Better Support Your Team

This session will explore innovative technology trends and strategies to support your administration, teachers and staff during an unprecedented time of staff turnover.

Daniela Florio, *Brazil*; Molly Hichens, *United States*;
Brian Puerling, *United States*; Peter Dixon, *New Zealand*

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8:30AM–10:00AM

#27 **REGENCY BALLROOM P**

Reflections from Rwanda, Bangladesh, and Zimbabwe on COVID-19 in our Early Childhood Communities

Students and schools have been deeply impacted by COVID-19. In Bangladesh, a study was carried out to see the effect of long closure of schools on children in rural communities, revealing that the already existing wider education gap was exacerbated. In Zimbabwe, a study by Christian Youth Volunteers Association Trust (CYVAT) around how Covid-19 affected Early Childhood Education and how parenting skills emerged as an important part of the disaster situation has been carried out. In Rwanda, The PlayHub has analyzed the learning through play landscape with a focus on a systems approach to incorporating play into learning pedagogies to mitigate the impact of the Covid-19 and future pandemics and highlighted key recommendations.

Julian Ingabire, *Rwanda*; Meck Sibanda, *Zimbabwe*;
Nazrul Islam, *Bangladesh*

#40 **REGENCY BALLROOM Q**

It Still Takes a Village to Raise a Child in this Technology Driven World

With presenters from India, Mauritius, Nigeria and United States, the session brings a global perspective on family and community engagement. This session will bring you insights on the means of engaging families in play, children's rights, grandparenting in today's world and the use of technology in parenting and community building.

Margaret Akinware, *Nigeria*; Kistamah Soonita, *Mauritius*;
Sanya Hariyani, *India*; Melissa Wilhelm, *United States*;
Sam Hall, *United States*

#F **VIRTUAL SESSION — LOG IN AT worldforum.sutra.co**

When the World and Relationships Changed

We will share our experience in a Waldorf early childhood community during the Covid 19 Pandemic. We'll share insights to ways we were able to better understand ourselves and our place in the world and behave more effectively.

Zahra Mahmoudian, *Iran*; Maryam Ghadiri, *Iran*; Faezeh Askari, *Iran*

Thursday May 19, 2022

BREAKOUT #8

10:45AM-12:15PM

#41 **REGENCY BALLROOM R**

Trust, Transparency and Mutual Respect: Working in Partnership with Children, Parents and Stakeholders

In this session, you will hear diverse approaches of working in partnership with children, parents, and stakeholders in Africa, England, and the United States. Come along and join the transatlantic conversation on collaboration with children, parents and stakeholders.

Davis Gisuka, *Tanzania*; Lesleann Whiteman, *United Kingdom*;
Iris Ponte, *United States*

#51 **BARREL SPRING I**

Being an Effective and Engaging Teacher and Leader in Early Childhood

Children are inherently capable. Early childhood teachers and leaders have many opportunities to impact others. Learn how teachers can encourage children to express themselves and develop their interests. Explore ways leaders can guide teachers to lead with empathy and engage in reflective practices. Acquire key leadership skills that will positively impact educators' engagement and improve retention.

Zahra Rahmati, *Iran*; Abedeh Bahmanpour, *Iran*;
Maryam, Khoshhalpour, *Iran*; Kelly Hansinger, *United States*;
Odette Valdez, *United States*; Teresa Byington, *United States*

#35 **BARREL SPRING II**

Wellness at Your Doorstep: Affordable and Sustainable Wellness Practices for You and Your Team

In this session, participants will discover how to support themselves, their team, and their students through affordable and sustainable wellness practices that promote strong connections to ourselves, each other, and the natural world.

Tracy Cheney, *United States*; Sanjay Morzaria, *United Kingdom*;
Adrienne Davis, *United States*; Monika Rosciszewska-Wozniak, *Poland*

You are invited to choose one of the concurrent sessions described on these two pages.
If a room is full, please make another choice.

10:45AM-12:15PM

#24 **REGENCY BALLROOM P**

Promoting the Wellbeing of Children, Families and Teachers

By influencing the mindsets, attitudes and values about gender equality and gender expansion, adults working with young children can break the perpetual cycle of gender-based violence and support children to express themselves. This session will discuss ways to develop age-appropriate inclusive environments that empower children and how we might change the world through art.

Adefunke Ekine, *Nigeria*; Patsy Pillay, *South Africa*;
Mary Sciaraffa, *United States*; Mercede Ameri, *Austria*

#54 **REGENCY BALLROOM Q**

Promoting Play Outdoors and In: Insights from Four Countries and the World Forum Working Group on Play

The World Forum Working Group on Play invites all to participate in their newest project to “Debunk the Myths of Play.” Hear about this and how early childhood programs from across the globe have built relationships with families, community and the land as they promote play both indoors and out.

Kristine Parsons, *Canada*; Jodie Riek, *United States*; Deki Pem, *Bhutan*;
Diane Daley, *Canada*

#32 **RAINBOW SPRING I & II**

Building an Educational Community: A Need to Foster Resilience as Part of Social Emotional Learning

Learn how three different types of programs have applied social emotional learning to build resilience in students, teachers and the organization as a whole. The presentations include examples that show how outdoor spaces can support the well-being of very young students growing up in urban environments, social and emotional learning that counteracts the effects of trauma and practical tips for supporting adults.

Rana Ismail, *Lebanon*; Ranae Amezquita, *United States*;
Dean Tagawa, *United States*; Molly Gerrish, *United States*