



Learning Stories
Conference 2021

***Responsiveness in
the Times of
Injustices***

Hosted by Hilltop Children's Center and Educator Institute
Seattle, WA (Duwamish Territory)

Do you have the latest version of the program? Our program will be updated weekly as new workshops come in. Check our website at www.hilltopcc.com/institute/lsc21 for the most updated program!

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Welcome to the Learning Stories Conference 2021: Responsiveness in the Times of Injustices

2020 and 2021 has been marked with civil unrest, unfair and inhumane treatment, and a heightened awareness of the injustices our field and our world are facing. Who else is better equipped to examine, challenge, and find disruptive solutions to the issues facing our world than Early Childhood Professionals?

Learning Stories Conference 2021 is a capacity building opportunity to empower and equip adults working with and on behalf of children and families with the tools to transform how we approach our work with young children through the art of storytelling. Out of this multi-day intensive, will emerge a more unified community, grounded in commitment, action, and accountability to build resiliency in our future generations, inspire curiosity and reflection and imbed responsiveness and restorative justice into our practices, programs, and society.

Today is another step in our journey. Our journey to increase our understanding of what racial and social justice can look like in many different contexts and environments. Our journey in ways we can restore and rejuvenate. Our journey in ways we resist, innovate, and advocate for Black lives, Indigenous lives, Brown lives, and all the intersecting identities.

To help support us in this goal, our workshops will focus on one or more of three areas of responsiveness: Cultural, Pedagogical and Developmental. It is through these lens we hope we can find creative solutions to the issues facing our field, be inspired and empowered to advocate for a new way of working in partnership with children and families, embraces the values and contributions of individuals from marginalized groups and encourage reflection and responsiveness in our work.

We are pleased that you have joined us for 7 days of progressive dialogue. We are thrilled to engage in this socio-cultural revolution with you. And we look forward to building a community of Early Learning professionals who will work to advance this field in innovative, robust and nuanced ways.

Learning Stories Conference Planning Committee

Mike Browne (he/him), mike.browne@hilltopcc.org
Darline Guerrero (she/her), darline.guerrero@hilltopcc.org
Annie White (she/her), annie.white@csuci.edu
Rachel Silva (she/her), rachel@geteduca.com

How to Register?

If you're interested in registering for this conference.

1. Visit us at www.hilltopcc.com/institute/lsc21
2. Click on "Purchase Tickets"
3. Read the Eventbrite description
4. Select any registration option
5. Fill out the information and you're all set!

In early April, you will receive a welcome email from the email address institute@hilltopcc.org. Please make sure you check your spam / junk folder. All emails will start with "LSC21."

Price: \$100 per participant.

Group discounts are available for groups 10+, 15+, and 20+.

DEEL participants, please use your free registration code to receive your complimentary ticket (See page 6).

Reach out to Mike at institute@hilltopcc.org for more information.

A Letter from the Executive Director of Hilltop Children's Center and Educator Institute

As I sit here, looking out the window to a world so vastly different from 18 months ago, so vastly different from even 24 hours ago, I have so many questions. What will be the lasting impact of COVID-19 on our children? How can we work to repair the impact this outbreak has had on our families, team, and community? How can we continue to care for each other in deep and profound ways? How can we emerge out of this pandemic with a intentional focus on justice – racial, social, environmental, gender, and so much more.

As I sit here, mind racing, pondering these important questions, deep down inside, I feel at ease. Ease because after 25 years in this industry, I've seen what early childhood education can do. I've seen the change that can happen when those who work with young children – educators, policy makers, therapists, program leaders, consultants, social workers, librarians, psychologists, nannies, live-ins, and everybody in between – come together to lead with courage, vision, unity, and love. And if there's one group of individuals who can make that change, it will be Early Childhood Professionals.

The theme of this summer long dialogue is called "Responsiveness in the Times of Injustices." Reflect on that with me for a moment. How can we, as leaders in this world, be responsiveness to the needs of the children, family, and community we serve in ways never seen before? How can our field of Early Childhood Education, restore creativity and imagination to our work as professionals? How can we operate together, not in silos, to reflect on new concepts and ideas, themes, experiences, observation and listening to improve our 6 domains of schooling – intentionality, structural, curriculum, pedagogy, evaluation, and aesthetics?

This conference is an opportunity for the ECE community to explore the many different ways of being with children. Using what we arguably do best, telling stories, we'll work together with people from across North America to gain a better understanding of the value of learning stories, storytelling, and pedagogical narration. This summer long dialogue will leave people inspired and empowered to advocate for a new way of working in partnership with children and families, one that takes into account the individual needs of all children, embraces the values and contributions of individuals from marginalized groups and encourages reflection and responsiveness in our work.

With an intentional focus on centralizing the voices of storytellers of color, this is not a conference meant to uphold the status quo. This is an opportunity to redefine our industry. To challenge and grow in our thinking. To deepen our understanding of the different ways we can use culture, pedagogy, and developmental milestones to build not just kindergarten-readiness, but lifelong success.

Darline Guerrero (she/her)
Executive Director of Hilltop Children's Center and Educator Institute

About Hilltop Children's Center and Educator Institute

Hilltop Children's Center and Educator Institute is a Reggio-inspired preschool, afterschool program, and professional development serving the greater Duwamish Territory (Seattle, WA) since 1971. (In a non-COVID19 year), Hilltop serves roughly 120 children ages 1 to 5 years old and roughly 40 children in its afterschool program.

Hilltop Educator Institute was first piloted in 2012 as a way to continue to share some of our thinking and teaching practices as shown in DVDs and Books such as "Right from the Start" and "The Language of Art." After some fine-tuning, it was relaunched in 2016. Over the years, it has grown tremendously, blossoming into over 13 offerings including workshops, presentations, coaching, consulting, intensive week-long trips to New Zealand, a podcast and more! Hilltop is pleased to offer the community challenging and informative strategies, resources, and thoughts-provoking conversation around our work with children and families.

There are many ways you can connect to Hilltop for professional development for you, your staff, and your community. We encourage you to join us as we empower people, organizations, and communities as it relates to issues of race, identity, curriculum, pedagogy, policies, environments, leadership and more.

Core Values:

- Learning in Relationship with Others
- Challenging and Supportive Environments
- Accountability and Responsibility
- Racial Justice, Social Justice, and Liberation

Learning Stories 2021 - FYIs and Need-to-Knows

Anti-Discrimination

Hilltop Children's Center and Educator Institute is firmly committed to providing an experience that is inclusive and responsive. We strive to create a sense of welcome, accessibility, and user-friendly environments in which all thoughts and ideas can be expressed.

We ask everyone to mindfully explore inclusive practices for engaging with each other with dignity, decency, and respect. Any use of rhetoric that encourages intimidation, oppression, exploitation, violence, harassment, or discrimination will not be tolerated. All participants are expected to comply with this policy. If you believe someone is in violation of this, please reach out to Mike at institute@hilltopcc.org

Copyrights

All Learning Stories content is copyrighted. Sessions may not be recorded or videotaped without prior written permission from the Hilltop Children's Center and Educator Institute and anyone in the recording. No materials received at the conference may be reproduced without written permission from Hilltop Children's Center and Educator Institute and the author. The views of the presenters do not represent the views of Hilltop Children's Center and Educator Institute or our sponsors.

Recordings

All Learning Stories workshops will be recorded. All recordings will be available for viewing until June 30th, 2021. We ask that you respect each presenters' intellectual property and do not share it with anyone who did not register for this conference.

Pre-Recorded Workshops

To support those who appreciate the opportunity to sit and reflect with information over a longer period of time, Hilltop is providing 3 workshops that are pre-recorded. These three workshops are your chance to view the workshop, reflect, discuss, and implement ideas into your environment. We'll then reunite on June 24th to debrief with the presenters and engage with the community at large with activities and discussion questions. To make the most of this "debrief" session, we encourage you all to watch the video first and then come prepared with questions, thoughts, and comments. These workshops are available to view beginning on the first day of the conference.

Updated Program

Each week, the program will be updated on our website www.hilltopcc.com/institute/lsc21. Make sure to visit us to make sure you have the latest version. How do I know if I have the latest version? It'll say in the title the last time it was updated!

City of Seattle Department of Education and Early Learning (DEEL)

If you are a program sponsored by DEEL (Seattle Preschool Program, Pathway, ECEAP, or a DEEL Early Learning Staff), please use the registration code to receive your complimentary ticket. Unsure of your code? Check prior communication from DEEL or email Mike at institute@hilltopcc.org.

STARS Hours

Each workshop is eligible for STARS Hours. STARS hours are only available for those who attend the workshop live. To earn your STARS hours, please fill out the sign-in sheet at the beginning of each session which will be posted during the workshop in the chat. It is your responsibility to fill out the sign in form. **Under no circumstance,** will STARS hours will be awarded if you did not fill in the sign-in sheet.

Learning Stories 2021 - Frequently Asked Questions (FAQS)

How Do I Access the Recordings?

Within 48 hours from the conclusion of the workshop, recordings will be uploaded onto our online platform and available to view until June 30th, 2021. We ask for your patience as we set these up. If you're unable to access these recordings, please reach out to Mike at institute@hilltopcc.org. We ask that you do not share these links and passwords with anyone who did not register for this conference.

I'm not sure where to go?

Feeling lost? Always refer back to this document. Still feeling lost? Check the website www.hilltopcc.com/institute/lsc21 for information.

Where's my zoom link?

Zoom links will be sent to people who registered 24 hours before the workshop. Please do not share these links with anyone who did not register for the conference. These links were sent to the email you registered with.

I can't hear or see anything

Try refreshing your browser. If that doesn't work, log out and back into zoom. If that doesn't work, use a different browser. If none of those work, please reach out to Mike at institute@hilltopcc.org

Certificate

We are only able to provide certificates to those who attend the session live. In order to receive credit, you must fill in the sign-in sheet provided to you in the chat room at the beginning of each session. Filling out the sign-in sheet is your responsibility. **Under no circumstance**, will certificates be awarded if you did not fill in the sign-in sheet. You must fill in the sign-in sheet for each workshop you attend in order to receive credit for attending. The waiting room will be open 30 minutes prior to each workshop. We advise you logging in early in order to test your audio as well as fill out the sign in sheet.

Link Sharing

We kindly ask that you don't share any zoom links to the live session or to the recorded session with anyone who has not registered for the conference. Our presenters have been gracious enough to allow for viewing afterwards and content like the one they are producing is part of their intellectual property including the videos and photos of the children they are sharing. We thank you in advance for respecting the hard work they have put into this conference.

Zoom Etiquette

- We ask that if you update your zoom username to include your pronouns in parenthesis for example: Mike (he/him). We will instruct and encourage you on the day of on how to do this.
- If you're able to, we'd appreciate if your video is on. For communities of color, face to face communication and interaction are a vital part of our history and our culture. While not the same in this virtual world, having your video on does humanizes interactions. It allows us to see each other's responses and emotions and will help the facilitators.
- Please feel free to engage within the public chat room with comments, thoughts, ah-ha moments, gratitude, and additional group provocations. The chat room is key to a successful conference! Feel free to also throw in your questions there and the moderator in the room will do their best to answer them. There will be a time for Q&A in each session.
- We ask that all participants keep their microphones on mute. We also encourage everyone to use a laptop, desktop or iPad like device. Using your phone may prove to be difficult.
- In the unlikely event that we get zoom hacked – please log off and then log back in again with the same zoom details provided to you.

Schedule At A Glance – April 2021

Monday, April 19th, 2021

Workshop #1

10:30a.m. - 10:45a.m. – Registration and Check-in

10:50a.m. - 10:55a.m. – Land Acknowledgement and Opening Words

11:00a.m. – 12:25p.m. – Presentation

12:25p.m. – 12:30p.m. – Closing Remarks

Workshop #2

1:30p.m. - 1:45p.m. – Registration and Check-in

1:50p.m. - 1:55p.m. – Land Acknowledgement and Opening Words

2:00p.m. – 3:25p.m. – Presentation

3:25p.m. – 3:30p.m. – Closing Remarks

Workshop #3

4:30p.m. - 4:45p.m. – Registration and Check-in

4:50p.m. - 4:55p.m. – Land Acknowledgement and Opening Words

5:00p.m. – 6:25p.m. – Presentation

6:25p.m. – 6:30p.m. – Closing Remarks

Saturday, April 24th, 2021

Keynote

10:00a.m. - 10:25a.m. – Registration and Check-in

10:25a.m. - 10:30a.m. – Land Acknowledgement and Opening Words

10:30a.m. – 11:55p.m. – Presentation

11:55p.m. – 12:00p.m. – Closing Remarks

Schedule At A Glance – May 2021

Tuesday, May 18th, 2021

Workshop #1

10:30a.m. - 10:45a.m. – Registration and Check-in

10:50a.m. - 10:55a.m. – Land Acknowledgement and Opening Words

11:00a.m. – 12:25p.m. – Presentation

12:25p.m. – 12:30p.m. – Closing Remarks

Workshop #2

1:30p.m. - 1:45p.m. – Registration and Check-in

1:50p.m. - 1:55p.m. – Land Acknowledgement and Opening Words

2:00p.m. – 3:25p.m. – Presentation

3:25p.m. – 3:30p.m. – Closing Remarks

Workshop #3

4:30p.m. - 4:45p.m. – Registration and Check-in

4:50p.m. - 4:55p.m. – Land Acknowledgement and Opening Words

5:00p.m. – 6:25p.m. – Presentation

6:25p.m. – 6:30p.m. – Closing Remarks

Saturday, May 22nd, 2021

Keynote

10:30a.m. - 10:45a.m. – Registration and Check-in

10:50a.m. - 10:55a.m. – Land Acknowledgement and Opening Words

11:00a.m. – 12:25p.m. – Presentation

12:25p.m. – 12:30p.m. – Closing Remarks

Schedule At A Glance – June 2021

Thursday, June 24th, 2021

Keynote

4:30p.m. - 4:55p.m. – Registration and Check-in

4:50p.m. - 4:55p.m. – Land Acknowledgement and Opening Words

5:00p.m. – 6:25p.m. – Presentation

6:25p.m. – 6:30p.m. – Closing Remarks

Friday, June 25th, 2021

Workshop #1

11:30a.m. - 11:45a.m. – Registration and Check-in

11:50a.m. - 11:55a.m. – Land Acknowledgement and Opening Words

12:00p.m. – 12:55p.m. – Presentation

12:55p.m. – 1:00p.m. – Closing Remarks

Workshop #2

1:30p.m. - 1:45p.m. – Registration and Check-in

1:50p.m. - 1:55p.m. – Land Acknowledgement and Opening Words

2:00p.m. – 2:55p.m. – Presentation

2:55p.m. – 3:00p.m. – Closing Remarks

Workshop #3

3:30p.m. - 3:45p.m. – Registration and Check-in

3:50p.m. - 3:55p.m. – Land Acknowledgement and Opening Words

4:00p.m. – 4:55p.m. – Presentation

4:55p.m. – 5:00p.m. – Closing Remarks

Saturday, June 26th, 2021

Keynote

10:30a.m. - 10:45a.m. – Registration and Check-in

10:50a.m. - 10:55a.m. – Land Acknowledgement and Opening Words

11:00a.m. – 12:25p.m. – Presentation

12:25p.m. – 12:30p.m. – Closing Remarks

Workshop Levels

Beginner (B) These workshops are appropriate for individuals who have little or no knowledge about Learning Stories, storytelling as a form of documentation / assessment, or the three domains of responsiveness that this conference highlights. These workshops stress fundamental concepts and approaches and offer participants time to grapple with this new information in a supportive environment. While beneficial to everyone in attendance, those who are either first-time participants to the Learning Stories Conference, are new to storytelling as a form of documentation, or are unfamiliar around the three domains of responsiveness that this conference covers, are particularly encouraged to attend beginner workshops.

Intermediate (I) These workshops are appropriate for individuals who have a working knowledge of Learning Stories, storytelling as a form of documentation / assessment, or the three domains of responsiveness that this conference highlights. These workshops stress the interconnection between fundamental concepts and new knowledge, techniques, methodologies, and skills. While beneficial to everyone in attendance, participants who already have a working knowledge around storytelling and the three domains of responsiveness that this conference covers are particularly encouraged to attend intermediate workshops.

Advanced (A) These workshops are appropriate for individuals who are educators, facilitators, practitioners, and leaders in Learning Stories, storytelling as a form of documentation / assessment, or the three domains of responsiveness that this conference highlights. These workshops offer ways in which advanced participants can deepen their knowledge through high impact experiential activities and acquaintance with new theories. While beneficial to everyone in attendance, participants who already have an in-depth knowledge around storytelling and the three domains of responsiveness that this conference covers are particularly encouraged to attend advanced workshops.

Workshop Categories

Culturally Responsive These workshops are designed to touch upon ways we can be responsive to the cultures of the family, children, and community. These workshops may talk about topics pertaining to family value and identity, family engagement, self-concept (windows, mirrors, and sliding doors), community / sense of belonging, different ways of being in the world, recognizing and addressing bias, racial equity, anti-racism, and more.

Pedagogically Responsive These workshops are designed to touch upon ways we can be responsive with our pedagogy. These workshops may talk about topics pertaining to reflective practice, environments, curriculum, play-based learning, strength based approaches, making learning visible, making learning accessible, provocations, inquiry-based practices, and more.

Developmentally Responsive These workshops are designed to touch upon ways we can be responsive to the development of the family, children, and community. These workshops may talk about topics pertaining to social-emotional, spiritual, cognitive, physical, psychosocial, social domains, intellectual, special education, and more.

Keynote #1
“The Art of Storytelling”
10:30a.m. – 12:00p.m. PST
Saturday, April 24th, 2021
Ellie Dawson (she/her)

Workshop Description:

We often view Learning Stories as an opportunity to showcase the brilliance of children. To unpack and dig deeper into what the children know. To co-learn and co-construct meaning and understanding together. But very rarely do we use it as a means to engage in the intentional active observations of our assessments. Very rarely do we revisit, rethink, and reflect on our words in order to reinvent and revise our work.

In this 75 minute workshop, we'll turn the tool of Learning Stories onto ourselves. Looking at several of Ellie's Learning Stories over the past several years, we'll dissect how they have evolved over time, we'll dialogue and discuss how the social-cultural-political times have helped her shift her practice and her writing style, and we'll reflect on her growth as a documenter and as an educator. Join us as we collectively strengthen our ability to use documentation as a tool for our own learning and teaching.

Why I Should Attend:

How does a Learning Story unfold? How long should it last? What should it focus on? What should we pay close attention to? How do I make it my own? This workshop takes a look at the different ways we can become better observers of children and develop our storytelling voice to joyfully share the development of children with the entire community.

Level: Beginner

Target Audience: Admin, Coach, Educator, Policy-maker, Professor, Program Leaders, Students

Workshop Category: Pedagogically Responsive

About Ellie Dawson:

Ellie Dawson (she/her) is an educator with preschoolers at Hilltop Children's Center and Educator Institute in Seattle (on the traditional lands of the Duwamish Tribe), where she has worked for more than 7 years.

Keynote #2
“Negotiating and Resisting Inequity in Their Environment”
11:00a.m. – 12:30p.m. PST
Saturday, May 22nd, 2021
Nnenna Odim (she/her)

Workshop Description: Coming soon!

Why I Should Attend: Coming soon!

Level: Advanced

Target Audience: Admin, Coach, Educator, Policy-maker, Professor, Program Leaders, Students

Workshop Category: Culturally and Developmentally Responsive

About Nnenna Odim:

Nnenna Odim (she/her) is an educator, consultant, and coach. She is a doctoral student in the area of Early Childhood Education in the Department of Curriculum and Instruction at the University of Texas at Austin. She was introduced to early learning curriculum through a research partnership in Argentina with Cabo-Verdeans living in Buenos Aires. On returning to classrooms in the United States, she continued to explore interdisciplinary approaches to curriculum design based in indigenous knowledges and multiple ways of knowing.

Her research explores the experiences of young children of color and the ways they learn to negotiate and resist the tenets of hierarchy and power in early learning environments. Joining her immigrant background with U.S. state policy experience, she examines global threads among families, educators, governments and the archive as they support young children of color.

Her relationship with young children is rooted in a deep affection for their displays of unadulterated thirst for knowledge. This partnership guides her other creative pursuits like developing contemporary dance choreography with young children and art collage curation. Deeply rooted in futuristic imaginations of early learning, her research focuses on socio-cultural influences and inquiry-driven interactions in early childhood spaces that illustrate the complexities of “normal” and compel public reactions that mobilize.

Keynote #3
“Re-imagining Assessment in the USA: A Call to Action”
5:00p.m. – 6:30p.m. PST
Thursday, June 24th, 2021
Annie White (she/her)

Workshop Description: This presentation will examine child assessment practices of USA early educators who often encounter challenges with increased pressure on school readiness, use of standardized, deficit-oriented, checklist models, and time-consuming tools, that lack teachers' joy in the assessment process. Many current USA assessment methods do not include the perspective of marginalized children and parents, and family voices are often silenced. This presentation will focus on research to help understand how New Zealand educators moved from traditional methods of assessment to Learning Stories, a narrative, formative, strength-based approach towards assessment (Carr 2001; Carr & Lee 2012). Research findings will offer a new pathway toward Learning Stories as an authentic assessment through (a) mobilizing change, (b) cultivating collaborative cultures (c) deepening learning that leads to transformational learning and, (d) accountability through creating systems of change. A call to action will be sounded with concrete steps on how to change policy and practices based on lessons learned from New Zealand. Following the words and actions of the pioneering and seminal work of Dr. Margaret Carr, it is time for USA educators, "to seize the notion of assessment, shake it around a bit, turn it upside down, and find something that is a part of enjoying the company of young children" (Carr, 2001). The call to action began in New Zealand, from their sacred mountains, rivers and seas, and made its way to the heart of educators in the USA and beyond. From their shores to ours, it is time for us to heed the call and take action to honor and elevate the voices of diverse children, families, educators from our communities.

Why I Should Attend: Intermediate

Level: Intermediate

Target Audience: Admin, Coach, Educators (who eventually would like to become a program leader, coach, curriculum specialist etc.), Policy-maker, Professor, Program Leaders

Workshop Category: Pedagogically Responsive

About Annie White:

Annie White (she/her) is an Assistant Professor with the Early Childhood Studies program at California State University Channel Islands where she teaches early childhood courses. She has extensive work experience with the Head Start Program, and is an advocate for infant and toddler, preschool, and family childcare teachers throughout California. In addition, to her current work as a University professor, she has prior experience teaching early childhood education courses at California Community Colleges and early childhood education consultant to further advance the early education and care workforce.

Dr. White has conducted research in the United States on Learning Stories with Head Start programs, homeless shelter child care centers, infant and toddler programs, higher education, and diverse family child care homes. Her Learning Stories research findings is having a positive impact, influencing policy and assessment practices in California. Dr. White's research interest include how Learning Stories transform relationships, strengthen family engagement, and provide a new pathway to address the pressures early childhood teachers are facing with the focused attention on school readiness, high stakes testing, and data driven accountability movement.

Keynote #4

“Crossing Borders through Learning Stories in Early Childhood Education —Stories that Humanize Teaching and Learning”

11:00a.m. – 12:30p.m. PST

Thursday, June 24th, 2021

Isauro M. Escamilla (he/him)

Workshop Description: Participants will see and hear how preschool teachers, children and families use Spanish as a first or second language, to design curricular activities based on their lived experiences. Participants will explore the connections between place, time, and relationships in creating Learning Stories that blend boundaries, centered on young children’s perceptions of empathy, family, and community.

Why I Should Attend: To learn about the use of narrative, photographs and video clips as foundations to write and create Learning Stories as visual and descriptive records of children’s growth. To explore the idea that at the root of writing a story – a Learning a Story, is a genuine interest in understanding children’s lived experiences and the meaning teachers, families, and children themselves make of those experiences.

Level: Intermediate

Target Audience: Admin, Coach, Educator, Policy-maker, Professor, Program Leaders, Students

Workshop Category: Culturally, Developmentally, and Pedagogically Responsive

About Isauro M. Escamilla:

Isauro M. Escamilla (he/him) was born in Veracruz, Mexico. He currently resides in San Francisco, California. He works as an early childhood educator in a dual language preschool program of the San Francisco Unified School District and is a lecturer at San Francisco State University. He is a Doctoral Candidate in the Ed.D Doctoral Program in Educational Leadership at San Francisco State University. As an author, he has contributed articles for the Voices of Practitioners online peer-reviewed NAEYC journal, where he presently serves on the Editorial Executive Board (<https://www.naeyc.org/resources/pubs/vop>). He is currently co-authoring a book with Daniel Meier, Linda Kroll and Annie White on the implementation of Learning Stories through Inquiry Groups in the US and he serves as Vice-President of Supporting the Advancement of Learning Stories in America (www.salsa-global.org). He thanks the educators in Aotearoa New Zealand for sharing their knowledge, expertise, and resources on Learning Stories and for inspiring us to reflect on our teaching and learning practices with every story we write.

Workshops
Monday, April 19th, 2021
11:00a.m. – 12:30p.m. PST
Please note, there might be multiple sessions offered at the same time slot

Session A

Title: A Moment in Time: A Reflection of Organizational Change

Facilitator: Mike Browne (he/him) and Darline Guerrero (she/her)

Level: Intermediate

Target Audience: Admin, Coach, Educator, Policy Makers, Program Leaders

Workshop Category: Culturally Responsive

Description: Hilltop Children's Center and Educator Institute is undergoing a tremendous amount of change. Change in demographics, change in children served, change in leadership. As we look back at the last 18 months, we reflect on the moments that has brought us here, sharing our story of individual growth and organizational transformation. Join us for a Learning Story focused on how this organization and it's two leaders of color are navigating racism, classism, expansion, growth, and of course, a global pandemic. This 90 minute discussion will center our lived experience as leaders of colors in an uphill battle against not only society and the system, but also the people within our community who doesn't want us to succeed.

Workshops
Monday, April 19th, 2021
2:00p.m. – 3:30p.m. PST

Please note, there might be multiple sessions offered at the same time slot

Session A

Title: Introduction to Learning Stories: How to Create a Child's Identity in the Classroom

Facilitator: Jacqueline McDonough (she/her)

Level: Beginner

Target Audience: Admin, Coach, Educator, Policy-maker, Professor, Program Leaders, Students

Workshop Category: Culturally and Developmentally Responsive

Description: This presentation will be focused on the concept of creating a child's identity in the classroom through learning stories. The presentation will be a process of growth. We will learn together what learning stories are, what their purpose is, why we write learning stories and of course how to write learning stories. There is a special portion explaining how to implement learning stories for dual-language learners!

Session B

Title: Nature's Unexpected Teachers: How Mud and Ants Inspire Joyful Curriculum

Facilitator: Rachel Franz (she/her) and Jenny Leibham (she/her)

Level: Beginner

Target Audience: Admin, Coach, Educator, Policy Makers, Program Leaders, Students

Workshop Category: Pedagogically Responsive

Description: Two nature-based educators share learning stories from their experiences with young children outside. In one story, children are faced with a decision to dive into mud or to stay out of it for good. Hear how children learned to embrace the ick to find joy in the mess and the importance of partnering with families during muddy experiences. In another, children in an urban outdoor space discover ants on the sidewalk and become grounded in empathy, collaboration, and scientific exploration. Both stories examine how pedagogy can come from unexpected, often feared materials and challenge us all to think about how we can build responsive practices to support children's learning beyond the classroom walls.

Session C

Title: Using Learning Stories with Families to Support Anti-Bias Goals in Early Education

Facilitator: Barbara Burns (she/they), Vivian Cho (she/her), Gaby Fernandez (she/her), Kaitlyn Leung (she/her), Kelsey Lyons (she/her), Madison Manelski (she/her), Sydney Meyer (she/her), Taylor Monge (she/her), Mireya Villarreal (she/her), and May Wallace (she/her)

Target Audience: Admin, Coach, Educator, Policy Makers, Program Leaders, Students

Workshop Category: Culturally Responsive

Description: Our project employs learning stories to support anti-bias early education with families of young children. We selected children's books that reflect anti-bias goals related to fairness and: culture; racial identify; gender; family structure; economic class; and different abilities and created storytelling videos to share with children and families. Based on our observations of family-child responses to the storytelling we created learning stories and extended play activities to further support the core anti-bias learning goals. We will summarize our findings on the initial impact of sharing our learning stories and extended play with families. We will end our presentation with lessons learned based on interviews with parents.

Session D

Title: The Art of an Inquiry: Making the Mystery in Children's Thinking Visible

Facilitator: Leslie Gleim (she/her) and Robynne Migita (she/her)

Level: Advanced

Target Audience: Educator and Program Leaders

Workshop Category: Pedagogically Responsive

Description: Walk beside the documentation of preschoolers' learning to understand how an inquiry project begins in mystery and develops into rich, meaningful learning experiences for young children. Special attention on the cultural connections for research sites — places the children visit — as natural sources for innovative learning. See how teachers used community Learning Stories to make the children's thinking visible for families.

Workshops
Monday, April 19th, 2021
5:00p.m. – 6:30p.m. PST

Please note, there might be multiple sessions offered at the same time slot

Session A

Title: Rascals, Rhythm, and Risk: Changing Challenging Behavior in the Classroom

Facilitator: Liz Powers (she/her)

Level: Intermediate

Target Audience: Admin, Educator, Program Leaders, Policy Makers, Students

Workshop Category: Developmentally Responsive

Description: Join me for a journey through the process of embracing risk taking as a way to promote positive sense of self, build community, build relationships, and ultimately, to change challenging behaviors. We will explore the importance of having a definition of what challenging behaviors look like and new strategies you can immediately employ in your learning environment.

Session B

Title: Zombies and Big Body Play

Facilitator: Veronica Reynoso (she/her)

Level: Beginner

Target Audience: Coach, Educator, Program Leaders, Policy Makers, Students

Workshop Category: Developmentally and Pedagogically Responsive

Description: In this presentation, I will be sharing a learning story that I wrote a few years ago about a group of children who were playing a very physical game. I will share my story so that others can think about their dispositions towards big body play and any discomfort they have with it. The story also asks educators to reflect on the value of big body play and how it plays a vital role in developing relationships.

Session C (This workshop will be conducted in American Sign Language and an Interpreter)

Title: ASL Storytelling

Facilitator: Pamela Grossman (she/her), Sam Sanders (he/him), and Nate Elliot (he/him)

Level: Beginner

Target Audience: Coach, Educator, Program Leaders, Policy Makers, Students

Workshop Category: Culturally, Developmentally and Pedagogically Responsive

Session Description:

As educators, we know that when children are repeatedly dropping items at a young age or rotating an item over and over again, they are testing out a particular schema theory. But how do we as educators not only document children engaging in this type of learning but also support our families and community in understanding the rich value of play for our children? In this workshop, we'll walk you on a journey of how we can capture, celebrate and appreciate these moments as educators, caregivers, as program leaders. Told through the use stories, we'll show how Rosen Preschool at the Hearing, Speech, Deaf Center in Seattle, WA (Duwamish Territory) engage children in their environment, fostering play and curiosity through the use of American Sign Language (ASL). Join us as we dive into the world of ASL storytelling and how we can all nurture academic and social emotional growth through the lens of wonder.

Session D (This workshop will be conducted in Spanish)

Title: El aprendizaje auténtico y la evaluación: una alianza con niños y familias de trabajadores agrícolas en un mundo virtual

Facilitator: Dr. Mari Riojas-Cortez alongside students from CSU Channel Islands

Level: Intermediate

Target Audience: Coach, Educator, Program Leaders, Policy Makers, Students

Workshop Category: Culturally, Developmentally and Pedagogically Responsive

Session Description: Este taller se centrará en un proyecto innovador de aprendizaje de servicios sociales universitarios diseñado para involucrar a los niños pequeños en actividades de aprendizaje en línea. El programa de aprendizaje virtual Los Pequeños Delfines se centra en el uso de la literatura infantil culturalmente sensible para involucrar a los niños pequeños en experiencias de aprendizaje, incluyendo lectura, escritura, matemáticas, ciencia, música, movimiento físico e interacciones lingüísticas. Participaron en el proyecto niños de 3 a 8 años de edad y sus familias que viven en una comunidad local de viviendas de trabajo agrícola. Los maestros practicantes en grupos para planificar e implementar las actividades virtuales. Se escribieron historias de aprendizaje para evaluar la experiencia de aprendizaje virtual. En esta sesión, los participantes se familiarizarán con la forma en que las historias de aprendizaje pueden utilizarse como instrumento de evaluación en la educación superior. Además, los participantes aprenderán cómo se utilizan las historias de aprendizaje en los cursos universitarios para documentar el aprendizaje de servicio social con una comunidad de trabajadores agrícolas. También se discutirá cómo participar en el análisis y la reflexión utilizando ejemplos de historias de aprendizaje. Se presentarán perspectivas de profesores universitarios y maestros practicantes. Esta presentación muestra el poder de un enfoque narrativo y cómo promueve una autorreflexión más profunda de los maestros practicantes y hace visibles a los niños pequeños de una comunidad de trabajo agrícola.

Workshops
Tuesday, May 18th, 2021
11:00a.m. – 12:30p.m. PST
Please note, there might be multiple sessions offered at the same time slot

Session A

Title: Images and Metaphors: Storytelling for Justice through Photovoice

Facilitator: Kriya Velasco (he/him)

Level: Beginner

Target Audience: Admin, Educator, Professors, Program Leaders, Students

Workshop Category: Culturally Responsive, Developmentally Responsive, Pedagogically Responsive

Description: Photovoice is an ethnographic tool that originated with anthropologists giving cameras to members of the community so that the latter may document and share their own experiences towards more informed decision making. The community members' experiences—as expressed by the photographs they take and the narratives they create—have been used to address community issues, start dialogues, create awareness, and effect change. In this workshop, we will learn how to use photovoice to disrupt dominant, text-dependent narratives through the use of photography and metaphors. I will share how I have used photovoice in my classrooms and the benefits of this pedagogical tool in co-collaborating and co-researching with children and students.

Session B

Title: The Importance of Inquiry and Access to Early Math

Facilitator: Soleil Boyd (she/her)

Level: Intermediate

Target Audience: Admin, Educator, Professors, Program Leaders

Workshop Category: Pedagogically Responsive

Description: This session will highlight the importance of inquiry and access to mathematics in early learning. Participants will learn about key access issues and how the documentation and observation practices that are core the Learning Stories can address and remove barriers to early mathematics for children and families. Culturally sustaining approaches to learning through inquiry and observation will be explored, and participants will build on their own experiences and knowledge to plan engaging and inclusive mathematics learning with young children.

Session C

Title: Leveling the Playing Field with Learning Stories

Facilitator: Allyson Montana (she/her)

Level: Intermediate

Target Audience: Admin, Coach, Educator, Program Leaders

Workshop Category: Culturally, Developmentally, and Pedagogically Responsive

Description: Making learning visible and accessible is a challenge in early childhood education, compounded by a variety of barriers including but not limited to literacy, language, culture, and practice. Story, a universal form of communication, allows us to convey meaning in ways that many traditional assessments do not. That said, the myriad challenges families face today and the diversity of experiences demand that we expand our concept of learning stories to be more inclusive and accessible. In this session we will examine the ways we unintentionally block access to children's learning and the realities of engaging families during a pandemic. Real solutions will be explored including translation, oral storytelling, dictation, images, and narrative tone. We will also review the ways technology can connect more families to learning stories, providing a wider net for feedback and an opportunity to address cultural misunderstandings. Although not all of the accessibility issues may apply to your school, these ideas will challenge you to consider ways to communicate to all families in equitable ways, encouraging collaboration and engagement.

Session D

Title: Sharing a Journey of Learning Stories: From Responsive Observation to Creating Meaningful Curriculum

Facilitator: Jacky Howell (she/her), Niaya Greene (she/her), and Hajer Althefery (she/her)

Level: Intermediate

Target Audience: Admin, Coach, Educator, Program Leaders, Students

Workshop Category: Pedagogically Responsive

Description: During the time of the pandemic, we began exploring how to create meaningful and experiential curriculum together at many of the programs where I consult. This session will share the experiences of one of those programs from the perspective of a consultant and teachers. We moved from learning about truly building connections observing children using ideas from Tom Drummond's work. We focused on becoming better listeners and finding best ways to respond and document a child's thinking through learning stories. We will share how teachers were able to create learning stories and the process they went through, how they use them now in documenting for weekly journals, and the way learning stories can be used as feedback to teachers. In addition, we will share ways these learning stories are being used to create experiential curriculum from infants through preschoolers. Participants will be involved in discussions with the consultant that designed and led the sessions as well as the teachers who are using learning stories in their work.

Workshops
Tuesday, May 18th, 2021
2:00p.m. – 3:30p.m. PST

Please note, there might be multiple sessions offered at the same time slot

Session A

Title: Sensational Story Telling: Redefining Learning Outcomes

Facilitator: Nick Terrones (he/him)

Level: Advanced

Target Audience: Admin, Educator, Professors, Program Leaders, Students

Workshop Category: Culturally and Developmentally Responsive

Description:

Together we'll hear how Nick utilized Learning Stories for toddlers and their families. How do they differ from other learning stories? What are the implications in writing a story directly to the child? We'll encourage each other to find, explore, and deepen our inner orator, as well as investigate how Learning Stories can disrupt values of white supremacy prevalent in many of our curricula.

Session B

Title: Equity in Education: Taking a Closer Look at Learning Stories

Facilitator: Kamini Kamdar (she/her) and Dragana Mirkovic (she/her)

Level: Intermediate

Target Audience: Admin, Educator, Professors, Program Leaders, Students

Workshop Category: Pedagogically Responsive

Description: This workshop will introduce participants to the assessment framework of Learning Stories promoted by Te Whariki, New Zealand's early childhood education curriculum. Underpinned by a socio-cultural approach to learning and assessment, the Learning Stories framework is a practice that is inclusive of families and young children alongside educators. Participants will learn how to create Learning Stories in the context of their work with young children and their families. Learning Stories encourage the democratic participation of families and young children in the assessment process. In early childhood education institutions, this is important because it ensures inclusion and equity in early years settings by encouraging the participation of families and young children from diverse cultures and backgrounds.

Session C

Title: Me, Myself, and I: Self-Concept, Learner Identity and Belonging

Facilitator: Allyson Montana (she/her)

Level: Intermediate

Target Audience: Admin, Coach, Educator, Program Leaders

Workshop Category: Culturally, Developmentally, and Pedagogically Responsive

Description: Children enjoy having their learning stories read to them by a caring adult. Is this self-absorption or is there more at work here? Learning stories construct learner identity and define character. This metacognitive process molds a child's self-concept and in turn, influences future development, personally and intellectually. In addition, learning stories can provide children with a cultural framework from which they see themselves connected to others.

This sense of 'belonging' is an important concept in New Zealand's Te Whariki framework and a crucial building block of self-esteem. In the hands of families, stories with a cultural angle could be particularly impactful in developing cultural themes. Reading learning stories to children provides the child with voice and agency in their future education. The adult, when reading the story to the child, can reinforce strengths and elicit feedback from the child.

In this way, not only does the child develop self-concept, but that self-concept so expressed can be taken into

account in next steps/planning for the adults around the child. In this session we will explore the ways learning stories help children construct their definition of self. By including both the voices of all important people in a child's life, learning story portfolios are a powerful tool in a child's development and belief that they belong and are valued. We will also explore ways to include children's voices in learning stories, as well as incorporate character building and positive language. Discover how approaching learning story writing as an identity-building endeavor can alter the lens with which children see themselves and others.

Session D

Title: Reflective Practice in Mini-stories: Using Reflective Documentation as a Vehicle for Meaningfully Exploring Identity

Facilitator: Debbie Yu (she/her), Alberta Marshall (she/her), and Jackie Weinland (she/her)

Level: Beginner

Target Audience: Admin, Coach, Educator, Program Leaders

Workshop Category: Culturally, Developmentally, and Pedagogically Responsive

Description:

Manny Cantor Center (MCC) is a financially integrated preschool in Manhattan. Teachers at MCC uphold Mini-stories as central to their work in building a Reggio-Inspired Emergent Curriculum. This presentation will outline how Mini-stories make reflective practice visible to teachers, families, and children, as well as the different types of reflective practice teachers are able to use in their Mini-story documentation. Debbie Yu and Alberta Marshall will share how they've incorporated reflective practice into their Mini-story documentation in a 3s classroom and how this has informed their identity curriculum thread.

Workshops
Tuesday, May 18th, 2021
5:00p.m. – 6:30p.m. PST

Please note, there might be multiple sessions offered at the same time slot

Session A

Title: Sharing perspectives as Black-Natives on identity, blood-tropes, and an enduring legacy: Making the Black-Indigenous Experience Visible

Facilitator: Miriam Zmiewski-Angelova (she/her)

Level: Intermediate

Target Audience: Admin, Coach, Educator, Professors, Program Leaders

Workshop Category: Culturally Responsive

Description: The United States has a long and ugly history when it comes to race relations. And we often think about that in binary terms. It's either white or Black. While anti-Blackness and White Supremacy is America's original sin, this binary talk often renders many other voices of color invisible. How can we uplift the voices of those who fit outside of this binary conversation? Most notably those who identify as Black and Native. This story is a conversation around intersectionality and identity development around Black-Natives. Join us as we work to uncover some of the cultural, political, and societal factors that have worked to uplift and oppress Black-Natives and why our story is one of resilience in the face of erasure in America.

Session B

Title: Our Story of Social Justice Teaching

Facilitator: Nadia Jaboneta (she/her) and Brian Silviera (he/him)

Level: Intermediate

Target Audience: Admin, Coach, Educator, Professors, Program Leaders, Students

Workshop Category: Culturally, Developmentally, and Pedagogically Responsive

Description: How do children learn about identity and appreciate difference? What strengths comes from courageous and vulnerable teaching? What critical thinking and collaborative process goes into social justice education? Join Nadia and Brian as they share a story from Nadia's classroom as she partners with families to explore cultural identity, religious celebrations and expressions of racism in response to a biased comment by one child to another in her diverse preschool class.

Session C

Title: Using Learning Stories to Transform the Student Teaching Experience

Facilitator: Anna Santillan (she/her), Andrea Palominos (she/her), Marina Garcia (she/they), Kailyn Culbertson (she/her), Kaitlyn Reed (she/her), and Claire Boss (she/her)

Level: Beginner

Target Audience: Admin, Current / Future Educators, Professors, Program Leads, Students

Workshop Category: Culturally, Developmentally, and Pedagogically Responsive

Description: The workshop will highlight the value of incorporating Learning Stories at the college level with student teachers in classroom experiences with young children and their families. Participants will learn how to include Learning Stories in course assignments/DRDP's with practicum and mentor placements (face to face and virtual). Former and current Gavilan Community College students will share experiences with the approach and how the process influenced their teaching practices, relationships with families and staff and most important their overall view of children; better understanding the learning styles of children.

Pre-Recorded Workshops
Friday, June 25th, 2021
12:00p.m. – 1:00p.m. PST

Please note, this workshop is pre-recorded and can be viewed at your convenience. After watching and reflecting on the workshop, we invite you to join us for a debrief session with the presenter on June 25th at 12pm PST

Session A

Title: Sorting Through Discomfort: Dumping Fun into Your Life

Facilitator: Naoko Armstrong (she/her)

Level: Beginner

Target Audience: Admin, Coaches, Educator, Program Leaders, Policy-Makers, Students

Workshop Category: Culturally, Developmentally, and Pedagogically Responsive

Description: It's playtime and you hear the rattling, the crackling, the clanking of the toys. You think, "oh great. Not this again! I better put a stop to this." But as you begin to open your mouth, you stop to pause and wonder, "what about this bothers me? The children are sorting, dumping, and mixing toys – why does this make me feel uncomfortable?" So, rather than stepping in, you quietly observe just how much fun is being dumped into their lives. Sounds familiar huh? In your role as an educator, caregiver, or person working with young children, have you experienced something similar? You know, a moment where children's play, interactions, or even their noise level, made you feel some sort of discomfort? So, what did you do? Did you stop and intervene, or did you approach your situation with a lens of curiosity? This workshop focuses on the latter. This story centers around a year long exploration of trying to understand why this particular group of children loved sorting, dumping, and mixing? How children's interest changed my adult perspective. And how I can be more childlike in my work.

After all, the dumping of materials might last a moment in time, but the lessons learned will last a lifetime.

Session B

Title: Challenging the Play of our Students – Daily Task Point System and Class Expectations

Facilitator: Reiane Abuda (she/her) and Alex Moss (he/him)

Level: Intermediate

Target Audience: Admin, Coaches, Educator, Program Leaders, Policy-Makers, Students

Workshop Category: Developmentally and Pedagogically Responsive

Description: As educators, we welcome students into our classroom who've already had their own experiences, ideas, curiosities and knowledge that we have the wonderful opportunity of adding or building onto. We also have the opportunity of pushing or challenging whatever they bring in, and challenges are something our students will definitely take on.

In an effort to continue to scaffold their students' learning in a Reggio-inspired curriculum, while also preparing them to enter Kindergarten or First-grade, two educators from Hilltop Children's Center and Educator Institute created a "Daily Task Points System" and classroom culture that pushes and challenges their students to persevere or persist at skills they weren't always comfortable with. This session will begin with the stories of learning moments that all eventually led to the culture and challenge system that the educators and students built together.

Their "Daily Task Points" are very specific to the children and teachers in this classroom, yet there may be veins of similarities across all classroom in terms of what educators can see or bring out in their students when they face a challenge. What commonality do all humans have when, either by force or by choice, they take on a challenge that makes them uncomfortable? We will explore these ideas through specific stories from this Hilltop classroom, as well as through discussion of how these stories may relate or become applied to any classroom, any educator, any student... or any human.

Friday, June 25th, 2021
2:00p.m. – 3:30p.m. PST
Please note, this workshop is LIVE

Session A

Title: Reimagining QRIS with Learning Stories

Facilitator: Washington State Department of Children, Youth, and Families (DCYF)

Level: Beginner

Target Audience: Admin, Coaches, Educator, Program Leaders, Policy-Makers, Students

Workshop Category: Culturally, Developmentally and Pedagogically Responsive

Description: QRIS is often branded as the best hope for raising quality in early childhood education in the United States. But most of our systems lacks the flexibility, creativity, and cultural responsiveness to support providers working in different contexts, settings, and environments. How can we decrease the bias of the system by restoring the power back into the hands of the providers so that they can own and share the story of their brilliance? How can we use this social justice movement to critically analyze the socio-cultural-political forces that leads to injustice in our rating systems? Led by members of Washington State Department of Children, Youth, and Families (DCYF), we will share our story of systemic change in order to empower providers, program leaders, educators, policy makers and those joining us from across world in creating the change in structures made by the people, for the people. Join us as we work to activate the activist in you.

Friday, June 25th, 2021

4:00p.m. – 5:00p.m. PST

Please note, this workshop is pre-recorded and can be viewed at your convenience. After watching and reflecting on the workshop, we invite you to join us for a debrief session with the presenter on June 25th at 4pm PST

Session A

Title: Made of Stories: Learning Stories to Build a Positive Inner Voice

Facilitator: Chelsea Myers (she/her)

Level: Advanced

Target Audience: Admin, Coaches, Educator, Program Leaders, Policy-Makers, Students

Workshop Category: Culturally, Developmentally, and Pedagogically Responsive

Description: We are the sum of the stories we believe about ourselves. Our families, culture, media, stereotypes, friends, experiences, etc. all work to cement or flex the stories we rely on to inform ourselves of who we are. As educators, we have incredible influence and a responsibility to build up our students' self-concept through the stories we tell them.

Deliberately or not, we are constantly communicating what we value about them and what we see them capable of. The three learning stories shared in this session will highlight how learning stories can be used to create a new narrative for both children in a time of struggle and the grownups hoping to support them the best they can. Educators approaching assessment with learning stories can frame a child's learning through strengths and with appreciation, creating an environment of belonging and connection for each student. They can also zero in on their own values and other influences influencing their teaching.

These stories will show how educators can respond to and build on their students' learning and growth by reflecting their cultural, pedagogical, and developmental experiences back to them in a meaningful context.

Presenter Bios

Reiane Abuda (she/her) grew up moving around to lots of different states and countries as part of a military family, which fostered a great sense of curiosity and appreciation for different cultures and point of views. She's a proud Filipino-American with an enthusiastic passion for Early Childhood Education, and she is currently one of the Ocean Room teachers at Hilltop Children's Center and Educator Institute in Seattle, WA (Duwamish Territory). For those who know the highs and lows of being "the new kid" once, twice, or several times, there can be some comfort found in knowing that, even with the constant change of a military-kid lifestyle, at least there was always a school to go to. This practice of having to jump into the unknown, getting the opportunity to meet people from all around the world, all while reflecting on how our own cultural backgrounds and experiences have shaped us, has given lots of learning moments that Reiane utilizes in her work with her students, fellow educators and her community. Please feel free to reach out to Reiane through e-mail at reianema@gmail.com or on Twitter [@reiane_a](https://twitter.com/reiane_a).

Claire Boss (she/her) is full time faculty in the Child Development and Educational Studies Department at Gavilan College in Gilroy, California. She is also a Partners for Quality PITC Infant Toddler Network Specialist WestEd and supports infant/toddler teachers and staff in Gilroy and Morgan Hill. Claire began creating learning stories while caring for infants and toddlers at Geokids in Menlo Park, California. She found the process essential in creating stronger partnerships with the families in the program. After transitioning to higher education, she began introducing the approach to the ECE practicum students at Gavilan College. She has found the documentation process incredibly meaningful and useful to the students learning experiences in the classroom environment.

Soleil Boyd (she/her) previously served as a preschool teacher, program supervisor, early learning coach, professional development resource designer, professor of Early Childhood and Family Studies at the University of Washington (UW), and Director of Professional Development and Coaching at the Childcare Quality and Early Learning Center for Research and Professional Development (CQEL) at UW. She earned a PhD from UW where her doctoral degree research addresses caregivers' beliefs and practices related to early mathematics learning, and the design of professional development opportunities that promote reflection and improved mathematics teaching. Soleil currently serves as Senior Program Officer at Washington STEM, an independent nonprofit comprised of knowledgeable and well-respected education and STEM experts committed to removing barriers to STEM education and postsecondary credentials. For presentation, conference, or workshop invitations, she can be reached at soleil@washingtonstem.org.

Mike Browne (he/him), is an east coast transplant from New York with a MBA degree in International Business and Marketing. He currently serves as the Senior Community Engagement Manager at Hilltop Children's Center and Educator Institute where he organizes culturally responsive professional development workshops and opportunities for leaders working with young children. After exchanging his tap shoes for football shoes, he played Division 1 Football for the University at Albany, where he played cornerback and safety. Following 3 years of working and living in London and Spain, he found his way to Seattle where he has been building bridges between communities to help create a city where the voices of the marginalized are heard, inclusive policies are created, and citizens unite to form a vibrant urban center. While over the years, his job titles may have changed, and the cities he lives in may look different, one thing has remained the same – his ability to create and implement purposeful desired community change, form effective relationships and sustain community vitality. Feel free to contact him via LinkedIn <https://www.linkedin.com/in/msbrowne/> or via email msbrowne12@gmail.com.

Barbara Burns is a developmental psychologist and a Professor of Child Studies at Santa Clara University. I have spent my entire professional career collaborating with students, colleagues and community members on innovative ways to promote resilience and well being in young children from underserved communities. I am so proud of each of the students who are presenting with me at the Learning Stories Conference hosted by Hilltop Children's Center and Educator Institute. We are all committed to finding ways to support children's learning

about anti-bias learning goals and deeper home-school engagement of these ideas by families. Contact me at bmburns@scu.edu

Kailyn Culbertson (she/her) received her Associates in Arts Degree in Early Childhood Education through Gavilan College in 2019. She currently works for a before and after school program with elementary students in Morgan Hill. She is also attending science and nursing classes for her future in Pediatrics. Learning Stories made a difference in the way she teaches children. The stories allowed her to clearly visualize how children learn and how to better support and guide children's abilities and skills. Creating learning stories has enhanced her lesson plans as well as create learning experiences specific to the needs of each child.

Vivian Cho (she/her) is a Korean American living in San Francisco, California. She is an undergraduate student at Santa Clara University graduating this year. She currently majors in Child Studies and Psychology and minors in Studio Art. She works to bring mindful art to teach youth about mindfulness through art. She has brought her vision into her recent work at school. In her class about anti-bias education in early childhood, she has led the students through a mindful art process to reflect on topics through the bridge of mindful art to learning stories. Furthermore, she currently teaches her recently developed mindful art curriculum to middle schoolers in leading them to reflect on their COVID-19 experience. Connect with her via email vcho@scu.edu.

Gaby Fernandez (she/her) is a senior at Santa Clara University majoring in Child Studies and minoring in Spanish. I am passionate about learning, teaching, and making the world a better place. I am incredibly blessed to have the opportunity to grow as a future educator at SCU. Working with children has taught me some of the most beautiful life lessons of love, teamwork, and finding awe in the extraordinary. I believe in promoting social justice and educating the whole child; while creating strong teacher and student relationships and fostering a learning community the welcomes diversity. I will celebrate my student's differences and promote inclusivity in a classroom where everyone belongs. Through my previous multiple educational leadership positions, I've had the opportunity to gain and improve professional skills while serving my community.

Rachel Franz (she/her) is an early childhood advocate and founder of Twig & Thread Consulting, which offers trainings for educators centered around child-centered, nature-based early learning. She is also the Family & Education Manager at Campaign for a Commercial-Free Childhood, where she creates resources to help families navigate the digital, commercial world and connect more to nature. A founding teacher and former Director of Education of an all-outdoor preschool in Seattle, WA, Rachel has over a decade of experience as a nature-based child care provider for children from 0 to 15 years-old. She holds a Master's in Early Childhood Education from Champlain College and studied in Reggio Emilia, Italy. Rachel believes in honoring children through equitable, anti-oppressive interactions, negotiated pedagogy, learning environment design, and play. Reach out to Rachel at rachel@twigandthread.com and check out her website www.twigandthread.com for information.

Darline Guerrero (she/her) is life-long student and educator on a mission. As the Executive Director of Hilltop Children's Center and Educator Institute, she is responsible for assisting the organization in maintaining high-quality delivery and advocacy. She has oversight of the center and institute operations and the delivery of Hilltop's philosophy of a high-quality program for each family. She currently sits on various committees including the City of Seattle's Preschool Program implementation committee; North Seattle College BAS ECE advisory board and various planning committees for conferences. Darline is also an adjunct instructor for the Seattle Colleges, teaching at North and South Seattle College in the ECE department. Darline has worked in both non-profit and for-profit education organizations in Washington and California. She gained her Master of Education w/ Specialization in Family & Community Relations degree and a Bachelor of Arts Degree in Early Childhood Education Administration.

Marina Garcia (she/they) transferred from Gavilan College to San Jose State University Fall 2020. When she is not attending classes, she works part time as a Substitute Teacher's Assistant at the Head Start preschools in Gilroy. She is passionate about working children and would like the opportunity to teach elementary school in her future. Marina was introduced to learning stories while taking her student teaching course. She found the narratives helpful, fun, and easy to create. The learning story process helped her to reflect on her lesson plans and how to better support the children's learning process. She also enjoyed sharing the stories with the children.

The experience illustrated the importance of making the children's learning visible to everyone in the classroom environment.

Leslie Gleim (she/her) is originally from southern Ohio and moved to Honolulu in 2007 to take up a teaching position here. She is an early childhood educator and currently work in the role of pedagoga (pedagogy specialist) in the Mid-Pacific Reggio-inspired preschool. In her role as a Reggio-inspired pedagoga, she spends a considerable amount of time photographing to document the children's learning processes, stories, and natural environments. It is not unusual for her to photograph 500 images a day of children's work. She has been doing this type of documentary photography work for over 21 years. In 2012, after several years of living in Hawaii, her passion for photography began to emerge beyond the classroom. She became interested in documentary, street and macro photography. In wanting to learn more about the camera, in particular the photographic process, she began attending Pacific New Media's photography classes. As her knowledge of the camera as a tool began to deepen, her vision for seeing photography as a "language" for her self-expression awakened. Photography has become my second passion.

Nadia Jaboneta (she/her) is a program coordinator and lead teacher at Pacific Primary preschool in San Francisco, California. She has 23 years experience in Early Childhood Education teaching young children, training teachers, consulting and facilitating workshops. She is passionate about social justice and is proud to have immigrant parents from Lima, Peru. Nadia attended San Francisco State University for both her Bachelor's and Master's degree. She has written numerous articles for the magazine Teaching Young Children, focused on the anti-bias education practices she uses in her classroom. She also is the author of two popular books, one entitled You Can't Celebrate That; Navigating the deep waters of social justice education, and Children's Lively Minds; Schema theory made visible.

Jenny Leibham (she/her) is an early childhood educator who has been teaching preschool in a variety of nature-based classroom settings over the past 8 years, including Schlitz Audubon in Milwaukee, WI and Fiddleheads Forest School. Jenny is currently developing a small professional development business called Nature Play Lifestyle. Here she creates online resources and courses to support others in creating nature experiences that focus on the whole child's development and finding ways to feel confident teaching outside. She is a born naturalist with a true passion for connecting children to nature and supporting their development. Her journey has led her to amazing places, like Norway and people that have deepened her sense of self. She has provided professional development to nature based teachers around the world through conferences, workshops and consultations. Jenny has a special love of jumping in puddles and observing the seasonal changes she notices while being outside. You can contact her via instagram @natureplaylifesyle, her website <https://www.natureplaylifestyle.com/> or via email nature playlifestyle@gmail.com

Kaitlyn Leung (she/her) is a current senior at Santa Clara University studying Biology and Child Studies from Morgan Hill, CA. Combining her love for children and healthcare, she hopes to be a pediatric nurse practitioner in the near future. After graduation, she will be working as a behavior therapist at Maxim Healthcare Services in San Jose, CA. She will also be applying to MEPN/MSN nursing programs this upcoming summer. Her passion is learning about how a child's environment impacts their health and well being. Adverse childhood experiences (ACEs) and the social determinants of health (SDoH) are two major topics that have opened her eyes and inspired her to pursue the path she is on today. Her goal is to build strong and secure relationships with her patients to create a community of compassion and resilience. Feel free to connect with her via: LinkedIn: [linkedin.com/in/kaitlyn-leung-9a2a8413a](https://www.linkedin.com/in/kaitlyn-leung-9a2a8413a) or email: kleung@scu.edu

Kelsey Lyons (she/her) is a senior undergraduate at Santa Clara University with a double major in Psychology and Child Studies. Growing up she always had a passion for all things outdoors and this has definitely shaped her career path. Her passions center around health and wellness with an emphasis on mindfulness and nature based activities as being central to these areas. Lyons has worked to integrate both mindful and nature based learning into all her teaching for not just children but their families as well. She currently works as a teacher at an outdoor forest school for children ages 4-6 and after completing her undergraduate education hopes to further develop her skill set in the areas of mindfulness and experiential education.

Alberta Marshall (she/her) also known as Ms. A is a Co-Teacher in the Early Childhood program at Manny Cantor Center where she is currently teaching in the 3 & 4 year old classroom. Alberta started here at Educational Alliance 6 years ago as an Assistant teacher where she started out in the infant and toddlers room and later moved up. In the time she has been here, Alberta has completed a number of required certifications. Alberta received her Associate Degree from LaGuardia Community College and with past experience in the private sector of communications before joining the field of Education. Alberta started out at BMCC to become a nurse where she volunteered at Long Island College hospital in the Pediatric and Geriatric ward for 3 years. After leaving, she pursued her career working for YAI/ Augmentative Communications alongside Augmentative Speech and Augmentative Occupational therapist. During her time there she was taught how to create Eye Gaze communicators, learning about the brain and neural control interfaces along with a number of other devices. Alberta also had the pleasure learning about splints and augmentative devices created for people with limited or no mobility. Alberta is the proud mom to a daughter. Alberta loves Family and Unity. Having an up bringing from a strong mother and strong belief in family and the values of family, Alberta believes a family starts off as a root to make the tree of strength of eternal life. Alberta loves art museums, live jazz music, spoken word poetry, traveling and bringing relaxation to oneself. Alberta wants to continue her degree in Education gearing toward Art for the preschoolers and children with challenges in the near future along with sign language.

Madison Manelski (she/her) is an undergraduate student in her senior year, currently completing her final quarter at Santa Clara University. Upon graduation in June, she will earn her Bachelors of Science as a double-major in Psychology and Child Studies. This fall, she will be continuing her education at Santa Clara University through the Masters in Psychology program. Further pursuing her education brings her one step closer to one of her long-term professional goals, to become a licensed Marriage and Family Therapist. She has worked closely with marginalized, low-income, and diverse populations through volunteer and vocational experiences, and prior to the pandemic worked closely with teachers and staff at her university's daycare, Kids on Campus, over the span of three years. Her interests in the field of Psychology and Child Studies include trauma, the impact of home environments, as well as familial and parent-child relationships.

Jacqueline McDonough (she/her) is currently working on the completion of her Masters Program in Early Childhood Education with a focus on Educational Leadership. Prior to this she has accomplished not only her Associates but, obtained a bachelor's in early childhood education from Brandman University. Her current passions is not only her own education but the education of young children and adult learners. To put it simply she is a passionate learner and educator of all ages. When it comes to her focus in Early Childhood Education the fire within her heart is driven by the art of Learning Stories, using them to create and inspire the inner identity of children. She is excited to be sharing her expertise on Learning Stories and the background behind who, what, how and why Learning stories should be a best practice in Early Childhood Classrooms around the world. If you have any questions, please contact her via email: JMcDonough@communifysb.org.

Robynne Migita (she/her) is the head teacher in Mid-Pacific's Reggio-inspired preschool. She has a M.Ed in teaching from the University of Hawai'i at Manoa and a B.A. degree in psychology. Robynne has taught in both public and private schools in Hawai'i and has been part of the Mid-Pacific preschool team since 2012. She has presented and co-presented at Hawai'i Association for the Education of Young Children and Schools of the Future conferences in Honolulu sharing the learning and work of Mid-Pacific and has also co-presented in the Mid-Pacific preschool workshop series for teachers across Hawai'i.

Taylor Monge (she/her) is a Latinx, from Los Angeles, majoring in Child Studies and Psychology from Santa Clara University. She is planning on graduating in June 2021. She started working with children 8 years ago, through babysitting. She has continued to do so throughout college. She spent a summer receiving her RBT certificate to become a registered behavioral technician, where she implemented intervention programs to reduce problem behaviors with children with varying developmental disabilities. Following that summer, she studied abroad in Vienna, Austria, for four months learning about psychology in the place it was founded. She worked as a teacher's assistant at an elementary school teaching English to Austrian children. She returned back to Santa Clara University to finish her undergraduate degree, where she is very interested in children who have

been exposed to adversity in early childhood. Feel free to contact her via LinkedIn [linkedin.com/in/taylor-monge-a16707162](https://www.linkedin.com/in/taylor-monge-a16707162) or via email tmonge@scu.edu.

Alex Moss (he/him), originally from the Chicago area, is excited to be exploring his new home in Seattle. After graduating college with a degree in biology, Alex spent time working to promote environmental restoration; however, discovering his passion for working with young people soon changed his path. He has spent time with children of all ages in recreation, fitness, rehabilitation, and education settings before becoming an Educator at Hilltop Children's Center and Educator Institute. Alex is committed to the wellness and continual growth of children; he believes in creating spaces that allow for the imaginative play that inspires curiosity and the foundation for future self-sufficiency and empowerment skills. Feel free to reach out to him via email alex.moss@hilltopcc.org.

Sydney Meyer (she/her) is a junior at Santa Clara University double majoring in Theatre and Child Studies. She is passionate about education and the arts, and wants to pursue work that combines these two areas. Participating in theatre since age seven, you can find Sydney either onstage, singing in her a cappella group, or working as a Student Ambassador for Santa Clara University. She is honored and humbled to be participating in this conference and is excited to present on learning stories and anti-bias education.

Sydney Nobles (she/her) is a senior at Santa Clara University and is pursuing a degree in Child Studies and Political Science. During her time at Santa Clara, Sydney has played a variety of intramural sports including soccer, volleyball, and basketball. She is a leader on campus through her work of being a Community Facilitator within the resident's halls, where she hosts programs for residents and helps build a community on her floor. For the past three years at Santa Clara Sydney has participated in a variety of clubs such as the Santa Clara Community Action Project and the Santa Clara Mock Trial Team. During her summers, she coaches young children on how to play tennis. Feel free to contact Sydney via email (snobles@scu.edu) or LinkedIn (www.linkedin.com/in/sydney-nobles-444755146).

Andrea Palominos (she/her) received her Associate in Arts Degree in Early Childhood Education at Gavilan College Spring 2020. Her plan is to transfer to a 4-year college in Spring 2021 to work towards a bachelor's degree and become a teacher. After three years of working at an after-school program, she will be starting her new position as an Associate Teacher at a Dual-Immersion Language program. Working with children has become a passion. Andrea was introduced to learning stories in her student teaching course. She enjoyed writing the stories because it was a creative way of documenting the child in the environment and a useful tool for lesson plans that would support the children in their development. She feels that learning stories are fun to create and can be kept as a memory to share with the children and their families.

Liz Powers (she/her) is a Michigan native, growing up on the shores of Lake Michigan. She has been a preschool teacher for the past twenty years. Liz is currently teaching 3-5 year old preschoolers in the Evergreen Room at University of Michigan Towsley Children's House and has been with the university since 2011. She has presented at several Michigan conferences including Building on Behalf of Children; Child Care Network Connect for Success; MiAEYC Grand Rapids annual conference; and for private schools and institutions. She presents on how to support children with challenging behaviors in the mainstream classroom; engaging environments; nap time; and risk taking. When not engaged in early childhood development, Liz spends her time walking in the woods with her dogs and boating with her family on local lakes.

Kaitlyn Reed (she/her) is a student at San Francisco State University working towards a Bachelor of Arts Degree in Child and Adolescent Development with a focus on Early Childhood and Special Education. She graduated from Gavilan College in May of 2019 with an Associate in Arts Degree in Early Childhood Education. She has learned different types of observation and documentation over the course of her academic career and has implemented her work in each classroom experience. She found learning stories to be a useful way to help children reflect on their own actions as well as sharing their stories with other classmates and parents.

Anna Santillan (she/her) is currently attending Gavilan College and will graduate with an Associate Degree in Early Childhood Education this Spring. Anna is a "returning to school student" and previously earned a Bachelor's

in Graphic Design Studies with a Minor in Advertising from San Jose State University in 2006. She took a break from school to focus on her children and in Fall 2019 came back to school to finish her studies. Anna is currently taking her last student teaching course. Anna loves working with learning stories because she sees each child's learning process and how they connect to the world through play. She believes with learning stories; teachers get to see a glimpse of the process through a child's eyes.

Brian Silveira (he/him) is the Lead Teacher/Program Coordinator who has worked at Pacific Primary for 25 years and is still thriving and growing in his commitment to serving young children and their families. Brian worked in community-based and public preschools before landing in his dream job at Pacific Primary. His experiences in those diverse schools has informed his philosophy and life mission to make the world a safe and just place for all children. He has been published in Teaching Young Children magazine and has been recognized by several national interest forums for his work supporting men in ECE, peace educators and the LGBT community.

Nick Terrones (he/him) is Mexican-Native American, a descendant of the Chumash people whose traditional lands span a large part of southern California. Nick has been in the Early Childhood field for over 14 years, 12 of those years working directly with toddlers and families. Currently he is the program director at Daybreak Star Preschool in Seattle, Washington, an early learning program that implements an indigenous curriculum. Outside of the school setting, Nick is an active member in the World Forum Foundation on Early Care and Education's Men in ECE leadership team. He seeks to recruit and retain men of color to the wonderful world of early learning, as well as provide opportunities for people to explore and unlearn their gender, racial, and cultural biases through pragmatic presentation and publishing. Check out his book, *A Can of Worms: Fearless Conversations with Toddlers* through Exchange Press (<https://www.childcareexchange.com>).

Kriya Velasco (he/they/siya) is a queer Filipino who's working on his PhD in multicultural education at the University of Washington (Seattle). His dream in life is to be the best educator he can be, which he bases on how well his students can think and act in service of liberation for all. Having spent half his life on the West Coast and the other half in the Philippines, Kriya believes that he can draw from the wisdom of both sides of the Pacific in his endeavors to be teacher and researcher extraordinaire. He is most happy in the classroom (virtual ones included) dialoguing with students on how to make connections between their personal narratives and histories, systems of power, and ideals of justice, all while engaging with communities. To care for himself, he plays RPGs, cooks, takes walks, and practices ashtanga yoga.

Mireya Villarreal (she/her) is in her final year at Santa Clara University, and with focuses in Child Studies and Public Health, she has centered much of her learning around advocacy for wellness and harm reduction in local communities and global contexts. These concentrations have provided her with insight into how to construct solutions to structural and social problems affecting children, and an inclination towards community outreach. In the past, she has worked as both an advocate and empowerment leader for youth. Mireya committed to promoting healthy choices and bodily competence for girls, with the Girls on the Run program, and served as a coach and mentor with the Aztecas soccer program for at-risk youth. She is bilingual in both English and Spanish, and just recently studied abroad in Seville, Spain, where she focused on developing her cross cultural communication skills, and gained an understanding of social justice issues globally. Her current senior research project focuses on human trafficking in the Bay Area, identifying limitations in anti trafficking work, and collaborative opportunities. In her free time, she enjoys surfing, soccer, exploring nature, and traveling. She hopes to continue making a positive impact on the lives of children in her own community, and across the world.

Jackie Weinland (she/her) focuses on bridging the worlds of inspired classroom practices and research in early childhood education. She currently works at Manny Cantor Center, a financially integrated preschool on the Lower East Side of Manhattan, as the Associate Director of Assessment in Early Childhood. In this role, she supports teachers in curriculum development, authentic documentation and assessment, and creating autonomy-supportive classroom environments. Jackie redesigned MCC's approach to assessment, making it possible to meet Head Start Standards while upholding Reggio Emilia inspired teaching practices. Jackie also works closely with the Research and Evaluation team to design and carry out utility-focused research projects geared at better understanding the experiences of all community members. Jackie grew up in a small town in Northern Nevada

and is excited to return to a more rural setting this Fall when she will be relocating to Asheville, North Carolina. She can be reached at jweinland@mannycantor.org as well as through her website: www.jdweinland.com

May Wallace (she/her) is a senior at Santa Clara University and is pursuing a degree in Child Studies and Psychology. Throughout her time at Santa Clara, when she is not playing intramural soccer, she has invested her time into volunteering with the local community, particularly with children with special needs. This past summer, she also participated in a fellowship, where she volunteered at Ikhaya Le Themba, an education nonprofit organization in Cape Town, South Africa. Here, she developed an educational curriculum math guide for the students. She also helped redesign their website. Following this passion for marketing and design, this year, she became the assistant for the Child Studies Department, where she is redesigning their website as well. Feel free to contact May via email (maywallace17@gmail.com) or LinkedIn (<https://www.linkedin.com/in/may-wallace-640a85183/>).

Debbie Yu (she/her) is a Chinese-Taiwanese American from Virginia. After completing her undergraduate degree in premed, she came to New York to volunteer in the NICU and pediatric clinic at New York-Presbyterian Hospital and pursue medical school to be a pediatrician. A year later, she discovered her passion was working with children in a non-medical setting and attended Teachers College to obtain her MA in Early Childhood and Special Education with an extension in Bilingual Education. She currently teaches a 3's class at Manny Cantor Center and is interested in researching how language, identity and power structures are interconnected in the classroom and exploring how inclusive communities can be fostered in classrooms with children from diverse backgrounds. Feel free to reach out to her via email debbieyu93@gmail.com.

Stay Connected to Hilltop Children’s Center and Educator Institute all year long!

There are multiple ways where you can contact Hilltop or interact with them going forward. They host multiple professional development opportunities over the year including:

New Zealand Study Tour – Hilltop organize a week-long intensive visit to New Zealand each year for 30 early learning professionals across the world to learn more about biculturalism, formative assessments, engaging indoor and outdoor environments, family connections, and risk taking. To learn more visit <https://hilltopcc.com/institute/nzstudytour/>

Napcast – is a podcast co-hosted by two male educators of color – Mike Browne (he/him) and Nick Terrones (he/him). Each episode they talk about issues affecting early learning today including topics on social justice, race, culture, identity, and more! To listen in visit www.hilltopcc.com/institute/napcast

Educator Discussion Series – each year Hilltop is pleased to host a series of culturally responsive workshops facilitated by guest speakers that explore a variety of subjects. The range of topics is geared toward adults working with young children such as early childhood and elementary aged educators, youth advocates, social workers, policy makers etc. but would also be of interest to parents, au-pairs, and families of young children, therapists, librarians and many more! The format for discussions is interactive, with facilitators and participants engaged in dialogue around the selected topic. Topics have included “Centering Indigenous Values in Education,” “Understanding Children’s Identity Formation,” “Cultivating the Genius of Black Children,” “Is Play an Equity Issue?” and more! To learn more visit <https://www.hilltopcc.com/eds>

Visit Hilltop – Hilltop offers opportunities (will resume post-COVID19) to visit in person! There are one day intensives called [Study Days](#) or multi-day intensives called [Inquiry Visits](#).

Blogs – What happens when a child ask you “Can children go to jail?” What do you do when a child curses for the first time? Or perhaps you’re doing remote learning and need some inspirations? Every couple of weeks, Hilltop’s educators write blogs about their experience in the classroom. To read some of their words and thoughts visit <https://www.hilltopcc.com/hilltop-blog/>

Questions, comments, inquiries? Contact Mike (he/him), Senior Community Engagement Manager at Hilltop at institute@hilltopcc.org

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Website: <https://www.bertschi.org/>

Bertschi School educates children to become compassionate, confident, and creative learners in a global community. Our community values integrity, inclusiveness, respect, diversity, and a commitment to sustainability.



Name: City of Seattle Department of Education and Early Learning (DEEL)

Website: www.seattle.gov/education/

DEEL's mission is to transform the lives of Seattle's children, youth, and families through strategic investments in education. We envision a city where all children, youth, and families have equitable access and consistent opportunities to high-quality educational services, support, and outcomes.



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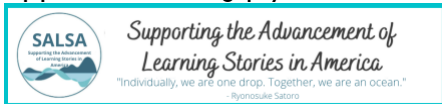
Educational outcomes improve when teachers and families work together. Our learning story software helps teachers document and share each child's unique journey – families and teachers see the same learning, share ideas and collaborate. Educa gives you room to fully express yourself in your stories – expansive or brief, with images, videos and fancy layouts, or not. This open format applies to planning as well, indeed each step of your program cycle. It's a complete educational solution – all documentation, collaboration and professional development.



Name: SALSA – Supporting the Advancement of Learning Stories

Website: www.salsa-global.org

SALSA advocates for the Learning Stories approach that enhances intentional teaching, reflective practices, and advances equity and diversity by acknowledging early childhood educators, families, and children as both learners and teachers. SALSA represents children's learning with integrity and respect, recognizing their individual value and competencies. We advance Learning Stories in the United States as an authentic narrative approach to bring joy into teachers' work of documentation, observation, and assessment.



Name: WAEYC – Washington Association for the Education of Young Children

Website: www.waeyc.org

WAEYC is the Washington State Affiliate of NAEYC. It is a voice for high quality care, education and support for all young children and their families. It is committed to providing and supporting education that is inclusive, culturally relevant and promotes anti-bias. It is dedicated to providing quality professional development opportunities that are affordable. It is an advocate for equitable compensation for staff in our profession.



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