CAPILANO UNIVERSITY | Centre for Research and Childhood Studies

CALL FOR PRESENTATIONS

The stories we need now are not the big heroic ones, but rather smaller stories that help us rethink our big questions in richer veins.

Rose (2014, para. 7)



Conference for Childhoods and Pedagogies

April 10, 2027

Organizer: Centre for Research and Childhood Studies - Capilano University
Location: Capilano University Centre for the Performing Arts | North Vancouver, BC

Capilano University respectfully acknowledges that our campuses are located on the unceded territories of the səlilwətaɬ (Tsleil-Waututh), Sḵwxwú7mesh (Squamish) and xʷməθkʷəy̓əm (Musqueam) Nations.

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The invitation

Stories do things. They gather us, move us, unsettle us, connect us, and sometimes leave us out. They shape how we understand childhoods, how we encounter one another, how we remember, and how we imagine what might become possible. Stories are never simply told; they are selected, interpreted, interrupted, silenced, circulated, and sometimes made to stand for worlds that do not include everyone.

STORYING invites us to think of stories not as finished accounts, but as living, relational and ongoing practices of making, unmaking and remaking meaning. What happens when we pause with a story, return to it, question it, or tell it otherwise? What becomes possible when stories meet, collide, contradict one another, or exceed the boundaries of what can be told?

We are interested in the stories that shape childhoods and pedagogies, as well as those that have been overlooked, unheard, censored, displaced or considered unworthy of attention. We wonder whose stories are amplified and whose are silenced. Who gets to tell? Who is invited to listen? What assumptions are carried through the stories we tell about children, families, educators, communities and places?

We invite participants to stay with the tensions and complexities of storying. Not every story is hopeful, and not every story needs to resolve neatly. Stories can unsettle, exclude, fix identities and reproduce dominant ways of knowing. They can also open spaces for resistance, imagination, solidarity, joy, hope and new ways of being together. Storying is also a collective practice. Stories emerge through relationships: with children, families, educators, communities, materials, places, histories and the more-than-human world. They take shape through words and silences, gestures and movements, images and sounds, encounters and absences. Some stories may be spoken; others may be signed, embodied, drawn, enacted, photographed, imagined or felt.

As Donna Haraway (2016) reminds us, it matters what stories we use to tell other stories. This invitation asks us to consider not only what stories we tell, but what worlds our stories make possible, what relations they sustain, and what other stories they might call into being.

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Questions to story with

We invite presentations that engage with questions such as:

- What do stories do, and how do they move us?
- Whose stories are amplified, and whose remain unheard, silenced, censored or un-mattered?
- What stories do we story with, and what worlds do they make possible?
- How might we trouble, revisit, interrupt or refuse fixed and singular narratives?
- What happens when multiple truths, identities, voices and story-worlds meet?
- How are childhoods storied through relationships with place, Land, histories and the more-than-human?
- What might storying make possible in curriculum, pedagogy and everyday educational practice?
- How might we attend to stories that emerge through movement, silence, signed languages, materials, images, sounds and other more-than-verbal forms?
- What does it mean to listen to stories that do not readily fit the frameworks through which we have learned to understand the world?
- What exceeds a story? What remains untold, unfinished or beyond narration?

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Threads of Storying

These threads are offered as invitations rather than fixed categories. We welcome proposals that move across, between and beyond them, creating unexpected connections, opening new questions and bringing other stories into view.

1. Enlivened Stories in the Pedagogical Space

Stories in turbulent times: how educators and children story themselves amid ecological, political and social turbulence.

Intersections of voices: spaces where multiple voices, identities and story-worlds meet, collide and transform.

Storying as collective practice: storying with and in relations; new ways of being together.

Storying the educators: educators' own stories of practice, vulnerability, isolation and transformation.

2. Storying Curriculum

Storying the lives of children.

Storying the curriculum as lived and living: pedagogical narrations, living inquiry and narratives from practice.

Stories from practice: stories with and in relation to others (children, educators, families and communities).

Pedagogy as experimentation: messy, emergent, embodied and experimental approaches to storying and practice.

Multiplicity of truths: how truths coexist and clash, and the pedagogical complexity this creates.

3. Storying from the Periphery: Othered Childhoods, Identity and Justice

Othered childhoods: centring stories that have been un-mattered, un-heard or judged through Western frames.

The home of identity: how stories activate, unsettle or re-shape identity in childhoods and pedagogies.

Storying and justice.

Un-storying and re-storying: troubling fixed narratives; telling, re-telling and refusing singular stories.

4. Deaf Communities and Signed Storying

Stories told in and through signed languages, visual and embodied ways of storying, and Deaf knowledges, cultures, and communities in childhoods and pedagogies. This thread invites engagement with Deaf cultural and linguistic experiences, visual ways of knowing, and the rich possibilities of meaning-making through signed languages. We welcome proposals that centre Deaf perspectives and explore storytelling, learning, identity, belonging, and communication within and across signed and spoken languages.

5. Indigenous Storying and Place

"Learning how a story fits within a people's belief system requires that one live with or interact with the people for a long time. The communal principle of storytelling implies that a listener is or becomes a member of the community" (Archibald, 2008, p. 34).

Indigenous perspectives on stories, orality, place and relations, including the more-than-human world. We invite proposals that ask what stories live in/on unceded Land through childhoods that were stolen and re-stolen; who holds and tells them, and how storying can take part in reconciliation and anti-colonial practice. We welcome proposals led by or developed with Indigenous educators, families and communities.

6. Storying Otherwise Worlds

Storying as a way of collectively giving shape to more just and livable worlds. Stories of resistance, solidarity, hope and possibility; social justice, anti-racism, reconciliation, inclusion, gender rights, and children's and educators' rights. What worlds are we making possible through the stories we tell, the stories we listen to, and the stories we choose to story together?

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Presentation formats

We welcome diverse ways of sharing and engaging with stories. Alongside traditional academic papers and panels, we encourage experimental, creative, collaborative and participatory forms of presentation.

Possible formats include:

- Individual presentations and research papers
- Panels and collaborative presentations
- Pedagogical narrations and stories from practice
- Poetry, storytelling and spoken-word presentations
- Movement, performance and theatre
- Visual and multimodal presentations
- Photography, collage, animation and film
- Sound, music and audio-based presentations
- Interactive and participatory story-works
- Other inventive formats that make room for messy, emergent and embodied pedagogical thought

We particularly encourage proposals that experiment with how stories can be shared, encountered and experienced, rather than simply described.

Who might story with us?

We welcome educators, researchers, students, artists, pedagogists, atelieristas, early childhood professionals, community members, international participants, and anyone interested in the relationships between childhoods, stories and pedagogies.

You do not need to arrive with a finished story. We welcome emerging inquiries, unfinished thoughts, provocations, questions, contradictions and collaborative explorations.

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Proposal submissions

Please submit a proposal that includes:

- Presentation title
- Presenter name(s), contact, and affiliation(s), if applicable
- Presentation format
- A brief description of the presentation (approximately 200-300 words)
- Thread of storying (one or more of the 6 threads)
- A short biographical note (approximately 100 words per presenter)
- Any technical or spatial requirements, if applicable

Presentation duration: 60 minutes (for both individual or collective presentations)

Submission deadline: January 16, 2027

Submit proposals to: annabellacant@capilanou.ca

Acceptance notification: February 26, 2027

Accessibility inquiries: For questions or requests related to accessibility, please contact Dr. Annabella Cant at annabellacant@capilanou.ca.

We look forward to storying together: to the stories we carry, the stories we encounter, the stories we question, and the stories that have yet to find their way into the world. Join us in imagining and storying childhoods otherwise.

What stories might we make possible together?

With joy,
The Conference Planning Committee