



University
of Victoria
School of Child
& Youth Care

Newsletter

Fall 2013



Letter from the Director:

Daniel Scott

Welcome to the 2013-14 academic year! I have returned for a year as Director (acting) of the school, and we have a full contingent of undergraduate and MA students who started in September. We have students from many places around the world and, consequently, are learning to think differently about CYC practice in contexts represented by our students. There is lots for all of us to learn to understand how to work in diverse settings and to adapt what we have learned and know to respect different circumstances, cultures and values.

Change is happening all around us at the university. As the post-secondary sector in BC faces budget cuts, we are having to do things differently so you will notice changes, for example, in access to course materials. We have already seen some staff reductions and cannot predict what will be next. We will continue to provide the best educational programs we can and appreciate the current level of engagement of students in the life of the school.

Congratulations to the many students in our BCYC and MA programs who have received scholarships and other awards to support their studies. We have a group of students currently in Denmark, with a summer institute with Danish colleagues scheduled for the summer

of 2014. (see page 3) We are also planning the next CYC in Action Conference for May 2014 and encourage your involvement. There will be volunteer opportunities and various levels of participation. (see page 3)

I wish you every success in your studies this year. Our communities need and will continue to need well educated practitioners who can support children, youth and families through the challenges that come their way.

Our Denmark Experience

Written by: Candice Alder

When Dana, Melanie, Julie, Max, and I stepped off our respective planes in late August, none of us knew what to expect. Filled with excitement, anxiety and questions, Copenhagen lay at our feet waiting to be experienced. A bustling city where bikes rival automobiles on the road, and windmills loom in the distance, it is easy to see why the Danes have a reputation for being one of the most active and 'green' nations on the planet. By the time the jet lag wore off, we had already found ourselves in class at UCC Frøbel, named after Friedrich Frøbel (1782 - 1852), who is widely accepted as the founder of the idea of kindergarten and the basis of modern education as a whole. As the oldest institution in the world that continues to educate pedagogues/social educators, Frøbel was a place of wonder upon our arrival that first day. Joined by international students from Germany, Spain, Belgium, Turkey, and Italy, our Danish classmates went above and beyond to make us all feel welcome. From waiting outside the school on the first day with smiles and a giant sign, to a welcome breakfast, and a tour of Copenhagen, our Danish friends were and continue to be a great support to us all. Currently, we are at the mid-way point of our adventure here in Copenhagen, and an adventure it surely has been. We bonded as an international group over three days at a camp near Liseleje (an hour outside of Copenhagen, by the sea), through such team building activities as testing the limits of our communication skills, and an "international

dinner" where each nation contributed a classic dish from their country. Since then we have had the opportunity to delve into cultural pre-understandings, explored the Danish woods, visited various Danish pedagogical sites that support Copenhagen's children and families, and compared and contrasted the different welfare systems of our various nations (as well as how the ideals of those systems impact societies and social issues). In the coming two months, our group looks forward to seminars with guest teachers from outside Denmark, classes focused on how the Danish use the arts to support children and youth, as well as our field experience. Time has passed so quickly, and we suspect that the latter half of our semester here in Denmark will be much the same. While this experience continues to teach us much of the ideals, insights, and values of the many cultures we share this journey with, the relationships themselves have been the most valuable. We have all made connections with each other that will undoubtedly follow us long after we say 'goodbye' in December. We count all of our classmates as friends, with whom we connect at school and recreationally, frequently coming together to enjoy each other's company and tour around Denmark and beyond. Similarly, though it will be a bit late, the Canadians will be hosting a Thanksgiving dinner for our international friends on a Sunday evening. Clearly our class has created



an intercultural bond through our common experience together. It has been noted on more than one occasion that you can always find the classroom where the international students are... because we are a boisterous and happy group that can be heard down the hallway!



Common Worlds: An International Research Collective

Dr. Veronica Pacini-Ketchabaw, with her colleagues Dr. Affrica Taylor from Canberra University and Dr. Mindy Blaise from Hong Kong Institute of Education, have a new website: Common Worlds Childhoods and Pedagogies.

Common Worlds Childhoods and Pedagogies is an interdisciplinary international research collective. Members of this research collective work across the fields of childhood studies, early childhood education, environmental education and indigenous studies. They do so in conversation with the feminist eco-philosophies, more-than-human geographies, new material feminisms, ecological humanities, queer theory, science studies and indigenous worldviews.

They undertake research that grapples with the overarching question of what we might learn by paying attention to children's entangled common world relations. For instance, their research considers:

- how children's lives are entangled in human and nonhuman relations within their immediate environments
- how children's lives are shaped by their relations with place
- the significance of relations between children and animals
- how neo-colonialist and neo-liberalist discourses and practices shape children's lives
- how children are implicated within the (post)colonial projects of nation-building
- the significance of ecological issues and challenges for children's entangled lives and futures
- Indigenous and non-Indigenous children's relations
- how a common worlds pedagogy might engage with children's entangled relations

This research is motivated by ethical and political concerns. As educational researchers, members of this collective respond to the messy common worlds and futures we bequeath to children.

In particular, the research is undertaken as a response to:

- intensifying ecological challenges (global warming, climate change, species extinctions, food and water security, forced migrations and so on)
- inherited colonialist (environmental and social) legacies in (post)colonial spaces and places
- the radically uneven grounds of children's lives

Framed by these big-picture concerns, the research is nevertheless situated. It responds to the everyday on-the-ground events (often quite mundane) and relations (often seemingly insignificant) that take place in children's common worlds. It works towards the design and implementation of ethically and politically attuned relational pedagogies that foster more livable common worlds (for children, other humans, other animals and other life-forms).

Visit the website for detailed information:
<http://commonworlds.net/about>



Pictured in the photo from left to right: Marie Hoskins, Sibylle Artz, Ilana Tischler (Director of Ben Shemen), Jim Anglin, and Emmanuel Grupper (Dean, School of Education & Society, Jerusalem Academic Centre – Lander Institute).

Child and Youth Care Research and Practice: Challenges and Opportunities (Canada-Israel Collaborative Initiative)

In October, three faculty members (Drs. Jim Anglin, Sibylle Artz, and Marie Hoskins) attended meetings at the Hebrew University of Jerusalem and Bar-Ilan University in Tel Aviv. These meetings were funded by the Halbert Centre whose main purpose is to foster Canada-Israel partnerships. Public presentations were given by an Israeli researcher and the three UVic researchers at the University of Bar-Ilan. In addition to the research discussions and public presentations, a tour of Ben Shemen, one of the first and largest residential youth villages in Israel (established in 1924), was provided for the UVic faculty. The potential for comparative cross-national research in the area of residential care is currently being considered.

The meetings also resulted in an outline for a possible book publication, a special issue of the *International Journal of Child, Youth and Family Studies* (housed in

SCYC at UVic), some proposed collaborative research on education, and research into practice issues related to the field of Child and Youth Care. Also under discussion are possible opportunities for practica placements for students and exchanges for faculty.

Stateless Children, Parental Decision Making, and Un-documented Labour Migration: An Indonesian Pilot Study

Dr. Jessica Ball (Child and Youth Care) has joined Dr. Leslie Butt (Pacific and Asian Studies) to undertake a pilot study of the experiences of children and families who migrate across borders without official documentation for work. The study is funded by the Social Sciences and Humanities Research Council, Insight Development Grant Program, for two years. The study focuses on family decision-making about whether to register the birth of children when one or both parents are involved in undocumented labour migration. The growth in undocumented migration across international borders in the last two decades is leading to an increase in numbers of stateless children, with an estimated six million stateless children worldwide. Stateless children are children born and raised without ever being registered as a citizen of a nation. A child without citizenship typically lacks access to formal education, health care, and child welfare protections, and is more likely to suffer discrimination and harassment.

The undocumented labour stream between Indonesia and Malaysia is the second largest undocumented migrant labour stream in the world (second only to Mexico-USA). The experiences of the Sasak people, who travel from Lombok, and Bugis people, who travel from Sulawesi in Eastern Indonesia, will be the focus of the study. The team will travel to Indonesia in 2014 to conduct conversational interviews with children, parents, other caregivers, community leaders, and birth registration officers, and to do participant observations in birth registration facilities. The team will be joined in Indonesia by experienced interviewers in the local communities.

The study will ask questions such as: How is child citizenship viewed by Sasak parents? What are the local cultural values and social realities that affect decision-making about citizenship for parents who migrate without documentation? Are there significant differences between mothers and fathers in their views of the risks, responsibilities, and opportunities for children? How does the gender of the parent, and of the child, affect decision-making about whether to register

the birth of a child, and whether to travel across borders with the child or leave the child with alternate caregivers.

The research team will observe what goes on at birth registration settings, with the hope of deepening understandings from more cursory observations by local and international NGOs that have not examined why current birth registration processes are problematic or why mothers and/or fathers may choose not to register their child. The study will also explore how policies pertaining to parents' obligations and child statelessness are constructed and implemented at a regional level.

Overall, the study will contribute to ongoing debates about the rights of stateless children and to debates about the roles, responsibilities, and rights of parents and states in providing for the care and protection of children.

Congratulations to Kim Ainsworth (MA student) on her appointment as Manager, UVic Child Care Services

Kim is a highly motivated leader who brings a diversity of experience. Her previous roles with the Vancouver Island Cooperative Preschool Association as an ECE, executive board member, Making Tomorrow Co-Chair, ECE Consultant and ECE Committee Chair, as well as ECE Facilitator of the first School District 63 StrongStart program, will serve her well. Kim holds a BA in Child and Youth Care with Distinction (UVic) and is currently completing her MA in Child and Youth Care (UVic). Overall, she has 24 years of experience within the field of Child and Youth Care.

International Summer Institute 2014

The International Summer Institute's goal is to prepare culturally-informed and critically engaged professionals to be effective and innovative global citizens within their own countries and across nations. Bringing together a group of students and professors across national, cultural, and disciplinary borders will allow the exchange and creation of deeper understandings of knowledge construction, identities, social responsibilities, and ethics. Cutting-edge theories, practice-rich engagement, and dynamic activities will bring to life the dilemmas and opportunities to contribute to diverse practices.

This unique opportunity will allow a group of selected students to learn from and about one another as

individuals, socially-produced citizens, and professionals in training.

All current undergraduate students enrolled in the School of Child and Youth Care or the Faculty of Education at the University of Victoria or in the Departments of Social Pedagogy or Education at the University College of Copenhagen.

The institute is designed for individuals who are interested in developing and/or advancing their understanding of diversity, professional practice and civic engagement across cultures.

A core group of faculty representing both institutions from the School of Child and Youth Care, Faculty of Education, and Social Pedagogy, and Education will be co-teaching an integrated curriculum. Select guest faculty and community members will be involved to enrich the program.

For more information, contact: Jin-Sun Yoon
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CYC in Action IV Conference: Responding to Our Current Times

The 21st Century is marked with a variety of unique and intersecting issues, opportunities, and political realities. Child and Youth Care (CYC) theory and practice continues to take place within and in response to a range of relationships, discourses, and institutions. Our relationship with the physical world is now understood with a sense of urgency as never before. Globalized economic systems are impacting how we organize on institutional and even interpersonal levels. Technologically mediated worlds are altering who we are, how we engage with each other, and how we envision and enact futures together.

These pressing issues are often cast to the margins of CYC discussions, but are increasingly being experienced by many as central to the work we do and the lives we live. Responding to Our Current Times will be an opportunity to critically engage with these matters. It will be a chance to explore diverse perspectives and experiences that can not only help us better understand our current times, but also consider how we might creatively engage with these realities. Together we will discuss research, practice, theory, and policy as they relate to children, youth, families, and communities.

Responding to Our Current Times is an opportunity to come together, share our ideas, generate new ones

through critical conversations, and see where they take us. Themes for posters, paper presentations, workshops and salon discussions for this conference include, but are not limited to:

- Contemporary child and youth care practices
- Individual and collective healing: Responsibilities and risks
- Economic, social, cultural, and political considerations
- Social justice and ethical praxis
- Queer and feminist perspectives on CYC research, practice, theory, and policy
- Decolonization, reconciliation, and cultural commensuration
- Human service practices and the material world
- Solidarity, ally work, and friendship in CYC

Call for Proposals deadline is December 6, 2013.

Please see the website for more information:

<http://conferences.uvic.ca/index.php/CYC/CYCActionIV/schedConf/cfp>



ECD Scholars Workshop in Zambia

Pursuant to a funding agreement with the Open Society Initiative in Southern African (OSISA), Alan Pence and the ECDVU collaborated with the University of Zambia to host an ECD/CD Scholars Workshop in Lusaka. This by-invitation event in August 2013 brought together 11 scholars from 7 SADC countries (Botswana, Lesotho, Malawi, Mozambique, Namibia, Zambia, Zimbabwe) to mobilize collaborative ECD research activities across the participating countries.

Most of the attendees had participated in the broader Sub-Saharan Africa (SSA) workshop held in February 2013 in Johannesburg (see summer 2013 CYC newsletter). One of the outcomes from Johannesburg was the identification of a number of priority research topics; the follow-up Lusaka event was developed to build on a critical piece in support of African-led research-building skills to develop a fundable research proposal.

In order to determine each country's starting point, country-participants met in advance with local collaborators to discuss key topics regarding the research: specific search objectives; preferred research methods; accessible research sites; local (in-country) funding possibilities; and existing connections with local, regional, or international funding agencies.

The participants reviewed the common ground of their countries' achievements (national ECD policy development) and concerns (inequities in provision of services for support of ECD, lack of full implementation of policy, lack of co-ordination among parties responsible for implementation and insufficient attention to medium of instruction in ECE and cooperative communication between ECDCE providers and parents). The next step was to identify what research is required in order to address those concerns, what research has been done, and what research is being done currently to address the knowledge gaps. The participants determined that the best use of time and resources would be to create a joint proposal that would include flexible adaptability to the unique needs of each country, with an overarching focus on child-rearing practices and parental beliefs among varied demographic groups and types of family. While the LWG proposal will be constructed for a multi-country research project, it could be adapted for an individual region or country.

The group of participants created a workplan that itemized steps and detailed requirements to be completed in order to construct the proposal. It is anticipated that other SSA countries may be able to benefit from the knowledge generated from the facilitation process and the workplan created. This information was shared with the broader group of participants at the February 2013 Workshop held in Johannesburg, South Africa.

Student Awards

The school would like to extend congratulations to the following graduate award winners:

SSHRC:

Emily Ashton, PhD student
Anna Verspoor, MA student
Mattie Walker, MA student

UVic Fellowships:

Catherine Taylor, MA student
Andrew Vergara, MA student

UVic Graduate Awards:

Anastasia Butcher, MA student
Juan Cereno, PhD student
JoAnne Gordon, MA student

Teila Reynolds, MA student
Mattie Walker, MA student
Kerry-Lynn Weatherhead, MA student

Outstanding Graduate Entrance Scholarship:

Catherine Taylor, MA student
Teila Reynolds, MA student

President's Research Awards:

Emily Ashton, PhD student
Anna Verspoor, MA student

Discovery Program for Youth and Family Addiction Services Scholarship:

Andrew Vergara, MA student

Darlene Scott Scholarship:

Yael Heffer, MA student

Agnes Shahariw Memorial Scholarship:

Khama Chibwana, PhD student
Kim Ainsworth, MA student

The school would like to extend congratulations to the following undergraduate award winners:

UVic Undergraduate Entrance Scholarship:

Gabrielle Bloomneia

Child and Family Counselling Association of Greater Victoria:

Sacha Rockliffe

UVic Excellence Scholarship Renewal:

Annika Benoit-Jansson

BC Child and Youth Care Services Association Award:

Calea Lampard

William and Gladys Partridge Award in Child Care:

Angela Cooper

UVic Alumni Undergraduate Scholarship:

Frances Moore

Chuck Curtis Memorial Award:

Stephanie Tiede

President's Scholarships:

Melanie Van Eyk
April Nicholson
Erin See
Frances Moore
Nasim Naraghi
Julie Laliberté

Dr. Esme Foord Scholarship:

April Nicholson
Frances Moore

Professional Employees Association (PEA) Scholarship:

Julie Laliberté

Darlene Scott Scholarship:

April Nicholson
Heather Chase

Robert S. Evans Memorial Scholarship in Child and Youth Care:

Erin See



Upcoming Events 2014

"What can I do with a degree in CYC?"

January 15, 2014, 5:30 pm – 7:00 pm
David Strong Building, C112

SCYC Alumni Week Reception

February 4, 2014
Fireside Lounge, University Club
4:30 pm – 6:30 pm

CYC in Action IV Conference: Responding to Our Current Times

May 1 – 3, 2014

40+ Anniversary Celebration

Friday, May 2, 2014
University Club

Visit our website "**News & Events**"
to stay current with SCYC.