

**15 October 2015**

**Registration**

**Saga Film, Studio: Opening**

**Saga Film, Studio: Keynote 1. Hanna Ragnarsdóttir**

**Saga Film Studio: Coffee**

|                      | Borgartún 30, 3rd floor  | Borgartún 30, 6th floor, room A  | Saga Film Studio   | Saga Film, room B  | Borgartún 30, 6th floor room B  |
|----------------------|--|--|--|--|---|
|                      | Paper session  | Paper session  | Paper session  | Paper session  | Paper session   |
|                      | <b>Strand: Social justice and inclusion in education</b>   | <b>Strand: Questioning concepts and methods: working on multicultural education; students, experiences of diverse students</b> | <b>Strand: Mother tongue and second language education and teaching; other</b>                                     | <b>Strand: Working within and between paradigms in ECES....; art, culture and technology in multicultural education</b>      | <b>Strand: Social justice and inclusion in education</b>  |
| <b>11:00 - 12:30</b> | Knowledge and understanding: municipal educational policy related to immigrant students in Iceland                             | Discourses about cultural diversity in preschool and teacher education   | A discussion of the research of Melby-Lervag and Lervag on transfer of reading comprehension                       | Teachers' perspectives on Multicultural Music Education: Interactive aspects of additive, inclusive and critical approaches. | Education, diversity and the challenges for justice: educators' discourses on xenophobia in Japan |
|                      | A University Program with "The Whole World as a Focus": Supporting and expanding an international education program in Iceland | A multilayered concept of culture  | The symbolic value of fluent literacy and legitimate language proficiency in Icelandic secondary schools           | "Undoctored" first-person accounts from two student immigrants to Iceland  | Struggle for trust – unintended consequences of an "integration project"                          |
|                      | Inclusive Practices or Exotic Happenings? – A Study of a Global Focus Week in a Norwegian Primary School                       | Born at Leifstöð Iceland International Airport: The Deficiency Model   | Do all young children in Iceland, including children with disabilities, have equal access to 'the good childhood'? |  |   |

**Saga Film Studio: Introduction of Schools and Organizations**

**Saga Film Studio: Lunch**

|                      | Symposium   | Paper session   | Paper session   | Paper session  | Symposium   |
|----------------------|---|---|---|--|---|
|                      | Borgartún 30, 3rd floor   | Borgartún 30, 6th floor, room A   | Borgartún 30, 6th floor, room B   | Saga Film, room B  | Saga Film Studio  |
|                      | <b>Strand: Questioning concepts and methods: working on multicultural education</b>   | <b>Strand: Student's experiences of diverse students; other</b>   | <b>Strand: Mother tongue and second language education and teaching</b>                         | <b>Strand: Partnerships: home, school and community</b>  | <b>Strand: Multicultural education: Exemplary practices</b>   |
| <b>13:30 - 15:00</b> | "We are all failures – at least the best of us are" (Barrie): Researching immigrant students' school success – concepts, methods and ethics   | How do students experience cultural diversity? A narrative approach to migration                          | Linguistic diversity in early childhood education language pedagogies                           | A minority community envisions its future in multicultural Canada  | <b>Learning spaces for inclusion and social justice in Nordic Preschools; some key factors of success</b>                           |
|                      | 1. Lessons from research on "successful" schools: Dilemmas of methods, ethics and critical thinking; 2. Research on "successful immigrant students". A critical approach to research ethics and methodology       | Three pathways to adulthood among young immigrants in Iceland   | Language learning through drama. To inspire language learning through drama and theatre         | Success stories: multicultural teaching in monoculture environment. Projects run at school and academic levels | 1. Socially just learning spaces: Success and participation in Icelandic preschools<br>2. Successful preschool - cases from Finland |
|                      | 3. "I may look like Somali but I am a Finn" - Who are we talking about when researching immigrant students? : 4. Comfortability as convenience in Nordic education? Desperately seeking immigrant success stories | Preschool as a platform for building social capital and equality with multicultural children and families | Heritage language teachers' view of heritage language instruction in the Greater Reykjavik Area |  | 3. Building a learning and caring preschool organization: Swedish Preschools;<br>4. "Learning Spaces" - kindergarten in Norway      |

**Saga Film, Studio: Coffee**

**Saga Film, Studio: Panel. Policy makers and academics**

15:00 - 15:30

15:30 - 16:30