



## Contributors

**Barbara Scanlan** is a registered early childhood education teacher and has a Master of Education (ECE). She likes to ask, "What else? How can we do things differently?" and is interested in applying Deleuzian philosophy to early childhood education. Barbara has 16 years of teaching experience with the under 5s and has worked with children in her native Austria, Scotland and New Zealand.  
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**Bridget Jopson** is a registered teacher with a Bachelor of Arts from Otago University, 2000 and a Graduate Diploma in Early Childhood from New Zealand Tertiary College, 2015. Bridget works full time in a permanent early childhood teaching position, with an interest in the infant and toddler discourse throughout the early childhood environment. She is currently studying towards her Postgraduate Diploma in Education (ECE).  
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**Farzaneh Moinian** is a senior lecturer at the department of education, Uppsala University. She holds a PhD from Stockholm's university in Education, with research interests in childhood education and youth studies. She has a teaching background in multi ethnic and trans lingual classes and, by employing the concepts of identity, language and learning, she has developed a research interest concerned with young children's social practices, everyday experiences and informal learning at home, in preschool, as well as school and on the digital arenas. Her current interest is in children and youth's narratives on identity, ethnicity and cultural diversity, as well as young children's involvement in the formation of new meanings in social media and the enactment of play and learning within the digital sphere.  
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**Jacoba Matapo** is of Samoan Dutch heritage, born and raised in Aoteroa/New Zealand. Jacoba's passion for Pasifika education has stemmed from personal experiences as a Pasifika navigating cultural, political, and social tensions in her education journey. Jacoba has traversed a range of leadership roles in her professional career, including centre management positions in early childhood education and program leadership in tertiary teacher education. Jacoba's love for learning and community engagement has supported her work in research through arts based practices in early childhood education to Pasifika leadership and pedagogy. Jacoba's current doctoral research locates her work within diasporic multiplicities, attempting to re-imagine Pasifika leadership as a cultural and collective political act.  
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**John Roder** is a senior lecturer in the Faculty of Education at the University of Auckland. He works with teachers and pre-service students in early childhood education, as well as compulsory sector settings, teaching, amongst other things, teacher inquiry, reflective practice, play pedagogy and educational leadership. Themes around complexity, relationality, emergence and structure as they affect pedagogy, leadership and context run through John's research interests. His current scholarship has moved towards more post-humanist perspectives, particularly the philosophical work of Gilles Deleuze, to address questions arising around these themes as they appear and are produced within digitally fluid worlds. His current project involves the 'playful' university.  
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**Kiri Gould** has over twenty years' experience in early childhood education. She has worked as a teacher, centre manager, lecturer and in programme leadership in tertiary teacher education. She is currently undertaking doctoral studies at the University of Auckland, looking at how early childhood organisations conceptualise social justice.  
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**Mandeep Kaur** graduated with a Graduate Diploma of Teaching (ECE) from New Zealand Tertiary College in November 2015. She is passionate about working with children and has worked in early



childhood education for the past eighteen months. She worked as a high school Biology teacher before beginning her career in early childhood education. She is passionate about the importance of science in the early childhood curriculum and I is enjoying exploring it with the beginning of her first full time position as an early childhood teacher.

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**Patrick Dorls** works as an IT-educator in a preschool in Uppsala, Sweden. Currently, he is completing a Master's Degree in IT and education at Umeå University, Sweden. He has been working as a preschool teacher for several years, with a focus on how digital devices can be integrated into the preschool's education. He is especially interested in how those devices can be used in language teaching and how teachers use learning platforms to document the children's learning and to communicate with parents.

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**Randy Alingalan** has recently completed his Postgraduate Diploma in Education (ECE) with New Zealand Tertiary College. He holds a Bachelor's Degree in Communication from the Ateneo de Manila University, and initially delved in the advertising industry as a creative copywriter before he answered the call to be an early childhood educator. He has since taught in the Philippines and Singapore, earning teaching qualifications such as Certificate in Teaching from Philippine Normal University and Certificate in Music and Movement from the College of Teachers in the UK, along the way. An avid musician and outdoor sports enthusiast, he shares his love for music and nature with children. He is currently a teacher in a childcare centre in Auckland's North Shore.

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**Slavica Jovanovic** works as a team leader with infants and toddlers at Unitec Early Learning Centre in Auckland, Aotearoa New Zealand. Slavica is an advocate for young children and the profession across multiple settings. She completed her Master of Education looking for alternative insights into how leadership is enacted in a Māori immersion infant and toddler setting, and how it is produced as the engagement of our storied subjectivities. Slavica reads widely in philosophy of education, most often engaging with the literature through critical poststructural perspectives.

**Susanne Kjällander** is a senior lecturer at the Department of Child and Youth Studies at Stockholm University, Sweden. She holds a PhD in Didactic Science on digital learning resources in Social Science classrooms in primary school and has since been the research leader of two research projects on children's explorative work, play, learning and literacy with digital tablets in preschool. Presently, she holds a Post Doctorate studying preschoolers in digital learning environments. She has been working with teacher education for more than a decade, developing and teaching courses in the area of literacy and digital learning environments. She has co-edited and authored a few books and numerous articles, and she is lecturing – in Sweden as well as internationally – on her research.

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**Tasneem Motiwala** completed courses in Child Care Management, Montessori, and Early Child Care from Mother's Touch University in Colombo, Sri Lanka. She recently finished her Bachelor of Education Upgrade program from New Zealand Tertiary College. She works with young children in a pre-school called Kangaroo Kids, located in Mumbai, as a Head Teacher. It has been an educative and fun filled experience, and she looks forward to more exciting years ahead.

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