

**Centering affect and embodied engagement in early childhood science:
The role of open-ended pedagogies for inclusion, equity, and reflexive praxis**

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This presentation will share the work that my team and I engage in through the SciTeach Center, a resource center at the University of Luxembourg dedicated to supporting the teaching and learning of science in elementary school and early childhood contexts. The Center is a participatory teacher education initiative, in which researchers collaborate with teachers to codevelop and coteach place-based science explorations. We conduct research in multilingual early childhood classrooms to examine the ways in which open-ended pedagogical approaches mediate children's engagement, with the aim of highlighting the diversity of resources children draw on as they participate in science. Our work lies at the intersections of research and practice, as we explore the complexities of children's science learning, and then work with teachers to co-create open-ended investigations to support children's embodied and material explorations. I will look across a range of studies, with the overarching goal of elaborating how we are working with teachers towards equitable and just learning spaces. Through emphasizing the value of children's embodied, affective engagement for meaning-making, I will draw implications for pedagogies that afford resource-rich views on children's participation, advocating for centering the body and providing time and space for dialogue and reflection.