

## Mindy Blaise's Publications, Grants, Awards, Editorships 2014-2018

### Books

Brooker, L., Blaise, M., & Edwards, S. (Eds.) (2014). *The SAGE handbook of play and learning in early childhood*. London: SAGE Publishers.

### Chapters in books

Banerjee, B. & Blaise, M. (2017). Data provocations: disappointing, failing, malfunctioning. In M. Koro-Ljungberg, T. Löytönen, & M. Tesar, (Eds). *Disrupting data in qualitative inquiry: Entanglements with the post-critical and post-anthropomorphic*, pp. 4 NY: Peter Lang.

Taylor, A. & Blaise, M. (2016). Queer departures into more-than-human worlds. In L. Allen & M.L. Rasmussen (Eds.), *The Palgrave Handbook of Sexuality Education*, pp. 591-610. London: Palgrave/MacMillan.

Blaise, M. (2016). Critical theory. In D.L. Couchenour & K. Chrisman (Eds), *The SAGE Encyclopedia of Contemporary Early Childhood Education*. London: SAGE. ISBN: 148334035X

Blaise, M. (2016). Gender roles. In D.L. Couchenour & K. Chrisman (Eds), *The SAGE Encyclopedia of Contemporary Early Childhood Education*. London: SAGE. ISBN: 148334035X

Pacini-Ketchabaw, V., Taylor, A., & Blaise, M. (2016). Decentreing the human in multi-species ethnographies. In C. Taylor & C. Hughes (Eds). *Posthuman research practices*, 149-167. London: Palgrave/MacMillan.

Blaise, M. (2016). Theoretical perspectives. In J. Ailwood, W. Boyd, & M. Theobald (Eds). *Early Childhood Education and Care in Australia: contexts, policies and provision*. Sydney: Allen & Unwin.

Blaise, M. (2014). Gender discourses and children's play. In L. Brooker, M. Blaise, & S. Edwards (Eds.), *The SAGE Handbook of Play and Learning*, pp115-127. London: SAGE Publications.

Brooker, L., Blaise, M. & Edwards, S. (2014). Introduction. In L. Brooker, M. Blaise, & S. Edwards (Eds.), *The SAGE Handbook of Play and Learning*, pp.1-4. London: SAGE Publications.

Blaise, M., Edwards, S., & Brooker, L. (2014). Part I: Theoretical perspectives on play and learning. In L. Brooker, M. Blaise, & S. Edwards (Eds.), *The SAGE Handbook of Play and Learning*, pp.5-8. London: SAGE Publications.

Edwards, S. Brooker, L. & Blaise, M. (2014). Part II: Play and learning in pedagogy, curriculum, and assessment. In L. Brooker, M. Blaise, & S. Edwards (Eds.), *The SAGE Handbook of Play and Learning*, pp.141-144. London: SAGE Publications.

Brooker, L., Blaise, M. & Edwards, S. (2014). Part III: Contexts for play and learning. In L. Brooker, M. Blaise, & S. Edwards (Eds.), (2015). *The SAGE Handbook of Play and Learning*, pp.277-282. London: SAGE Publications.

### Refereed journal articles

Banerjee, B. & Blaise, M. (2018). An unapologetic feminist response. *Research in Education*, 10 (1), 17-24.

Gray, E., Knight, L., & Blaise, M. (2018). Wearing, speaking and shouting about sexism: Developing arts-based interventions into sexism in the academy. *Australian Educational Researcher*. Online first, <https://doi.org/10.1007/s13384-018-0274-y>.

Blaise, M. & Hamm, C. & Iorio, J. (2016). Modest witness(ing) and lively stories: Paying attention to matters of concern in early childhood. *Pedagogy, Culture, and Society*. Online first, <http://www.tandfonline.com/doi/full/10.1080/14681366.2016.1208265>.

Blaise, M. (2016). Fabricated childhoods: Uncanny encounters with the more-than-human. *Special Issue: Monstrous Childhoods, Discourse: Studies in the Cultural Politics of Education*, 37 (5), 617-626.

Taylor, A., Pacini-Ketchabaw, V., de Finney, S. & Blaise, M. (2016). Inheriting the Ecological Legacies of Settler Colonialism, Special Section in *Environmental Humanities*. 7 (1), 129-132, [doi:10.1215/22011919-3616362](https://doi.org/10.1215/22011919-3616362).

Agius, K., Aitken, J. Blaise, M., Boucher, K. Hamm, C. Iorio, J.M., Lovell, B., & McCartin, J. (2015). Who's swallowing the Action Now: Classroom Ready Teachers report? Discussing, understanding, and wondering. *Teachers College Record*, date published: May 18, 2015 <http://www.tcrecord.org> ID Number: 17971, Date Accessed: 5/24/2015 11:00:35 PM

Bone, J. & Blaise, M. (2015). An uneasy assemblage: prisoners, animals, and asylum seeking children. *Contemporary Issues in Early Childhood Education*, 16 (1) 18-31. DOI 10.1177/1463949114566754

Blaise, M. (2014). Interfering with gendered development: A timely intervention. Special Issue: Negotiation of Gender in Early Childhood Settings, *International Journal of Early Childhood*, 46 (3) 317-326. DOI 10.1007/s13158-014-0122-9.

Taylor, A. & Blaise, M. (2014). *Queer worlding childhood*. Special issue, *Discourse: Studies in the Cultural Politics of Education*. 35 (3) 377-392. DOI:10.1080/01596306.2014.888842

#### **Editorships of special issues of refereed journals**

Taylor, A., Pacini-Ketchabaw, V. de Finney, & S. Blaise, M. (2016). Inheriting the Ecological Legacies of Settler Colonialism, Special Section in *Environmental Humanities*., 7 (1), 129-190. <http://environmentalhumanities.dukejournals.org/content/current>

Pacini-Ketchabaw, V., Taylor, A., Blaise, M. & deFinney, S. (2015). Learning how to inherit in colonized and ecologically challenged life worlds in early childhood education: An introduction. *Canadian Children: Journal of the Canadian Association for Young Children*, 40 (2), pp. 3-8.

#### **Professional publications**

Feminist Educators Against Sexism (#FEAS) (2017, October). Feminist Educators Against Sexism, #FEAS, *NTEU's AGENDA*, National Tertiary Education Union.

#### **KEYNOTES and INVITED INTERNATIONAL PRESENTATIONS**

Blaise, M. (November 2018). *Listening to and telling a rush of natureculture stories with Merri Merri, Wurundjeri Country*. Invited research event, Multiple Childhoods, Linköping University, Sweden.

Blaise, M. (April 2018). *Thinking-with bark: Activating a postdevelopmental logic in early childhood*. Paper presented to the *Centre for Popular Culture and Humanities Research Centre*, The Education University, Hong Kong.

- Blaise, M. & Pacini-Ketchabaw, V. (October 2017). *Activating feminist materialist movement pedagogies in early childhood education*. Paper Presented to the Graduate School Education, York University, Toronto, Canada.
- Blaise, M. (November 2017). *Recomposing relations: Building feminist common worlds methods in early childhood education*. Cross-sector public lecture, hosted by the Faculty of Education, University of Western, Ontario, Canada.
- Blaise, M., Gray, E., Knight, L. (2017 October). *#FEAS (Feminist Educators Against Sexism): Activating Guerrilla Methodologies against everyday sexism in higher education*. Public lecture, hosted by the Interdisciplinary Centre for Research in Curriculum as Social Practice, University of Western, Ontario, Canada.
- Blaise, M. (July 18-19, 2017). *Research Provocations in education research: Engaging with the 'posts'*. Research for Educational Impact Centre, Deakin University, Australia.
- Taylor, A., Pacini-Ketchabaw, V. & Blaise, M. (April 2017). *Common World Pedagogies for the Anthropocene*. Department of Curriculum & Instruction, University of Texas, Austin.
- Blaise, M. (March, 2017). *Doing data, doing theory: Post qualitative research*. Invited to be a featured speaker as part of a Post Qualitative Seminar Series, Public Pedagogies Institute, Melbourne, Australia.
- Jackson, A.Y. & Blaise, M. (2016). *Transversal practices to transform educational research*. An invited dialogue, sponsored by the Poststructural SIG, Australian Association for Research in Education, Melbourne, 27<sup>th</sup> November-1<sup>st</sup> December, 2016.
- Blaise, M., Pacini-Ketchabaw, V., Taylor, A., & Land, N. (2016). *Attuning ourselves to worldly affects: 'Thinking collectively in the presence of others'*. Invited doing workshop. Summer Institute of the Antipodes. Western Sydney University, 21<sup>st</sup> November-25<sup>th</sup> November.
- Blaise, M. (2016, November). *Bringing childhood studies to early childhood education: Provocations and possibilities*. Annual General Meeting, FKA Children's Services, Inc. Fitzroy Town Hall.
- Blaise, M. (2016, July) *Dogs-Tress-Children: The ethics and politics of conviviality*. International Learning Conference. University of British Columbia, Canada.
- Blaise, M. (2016, 13 & 14, June). *Sex education in dog parks*. Invitation to participate in an international workshop on sex education. University of Linköpings, Norrköping, Sweden.
- Blaise, M. (2016, 15<sup>th</sup> & 16<sup>th</sup> May). *Experimenting with new inventive methods*. Invited to present at the AARE Theory workshop. Australian Association for Research in Education. Griffith University, Brisbane, Queensland, Australia.
- Blaise, M. & Taylor, A. (2016, 12-13<sup>th</sup> May). *Playing with Avian Affect*. Invited to be a part of and present at an invitational research symposium, *Affect 2*, University of New South Wales, funded by SSHRC, Canada.
- Blaise, M. (2014, May 13-14). Invited to present on the topic 'Early Childhood Curriculum for Future Asia: Lessons from the field'. *Second Semarang Early Childhood Research and Education Talks*, UNNES, Universitas Negeri Semarang, Indonesia.

### Conference Paper Presentations

Blaise, M. & Hamm, C. (2018). *Doing lively feminist postdevelopmental work in early childhood education*. Paper presented at the Annual Conference of the Australian Association for Research in Education, Sydney University, 2-6 December 2018.

Rooney, T., & Blaise, M. (2018). *Activating weathering-with pedagogies in early childhood education*. Paper presented at the Annual Conference of the Australian Association for Research in Education, Sydney University, 2-6 December 2018.

Blaise, M., Knight, L. & Gray, E. (2018). *What's so punk about #FEAS?: Protesting sexism through the ugly, visual symbols, and communication*. Paper presented at the Annual Conference of the Australian Association for Research in Education, Sydney University, 2-6 December 2018

Blaise, M. (2018). *Queer worlding pedagogies with tree-girl-dog pedagogies*. As part of the symposium, *Crafting Common World Pedagogies*. Paper presented at the Annual Conference of the Society for Social Studies in Science, Sydney University, 29<sup>th</sup> August- 1<sup>st</sup> September, 2018.

Gray, E., Blaise, M. & Knight, L. (2017). *#FEAS: Bingo, business cards, and bad comedy*. Paper presented at the Gender and Education Association's Conference, Middlesex University, London, UK, June 15-18.

Blaise, M. (2017). *Moving-with*. As part of the symposium, "Doings and dialogues of post-qualitative experimentations: Transversal methods and justice-to-come in early childhood education". Paper presented at the Annual Conference, American Educational Research Association. San Antonio, Texas,

Blaise, M. & Hamm, C. (2016). *Bark movements: Activating relational complexity in early childhood education*. Paper presented at the Annual conference Australian Association for Research in Education. Melbourne, 27<sup>th</sup> November- 1<sup>st</sup> December.

Gray, E., Knight, L., & Blaise, M. (2016). *Developing arts-based interventions into everyday sexism in the academy*. Paper presented at the Annual conference Australian Association for Research in Education. Melbourne, 27<sup>th</sup> November- 1<sup>st</sup> December.

Blaise, M. Gray, E., Knight, L. (2016). *Guerilla methodologies: Sexism, affect, and art activating the 'more-than'*. Paper presented at Gender and Education Association Interim Conference, 15-17 June 2016, Konsert & Kongress in Linköping, Sweden.

Blaise, M., Pacini-Ketchabaw, V. & Taylor, A. (2016). *Common worlding methods: Enacting empirical postqualitative educational research*. Paper presented at AERA Annual Conference, 8<sup>th</sup> April-12<sup>th</sup> April, Washington, DC, USA.

Blaise, M. (2016). *Defying the developmental child: Experimenting with provocative practices*. Paper presented at AERA Annual Conference, 8<sup>th</sup> April-12<sup>th</sup> April, Washington, DC, USA.

Hamm, C., Blaise, M. & Jakobi, M. (2015). *Unsettling Country: Reconciliation pedagogies for early childhood education*, Paper presented at the AARE Annual Conference, 29<sup>th</sup> Nov.- 3<sup>rd</sup> December 2015, Fremantle, WA, Australia.

Iorio, J.M., Blaise, M. Hamm, C., Tanabe, C.S. (2015). *Disappointments: Rethinking structures and policies towards a public intellectual*. Paper presented at the AARE Annual Conference, 29<sup>th</sup> Nov.- 3<sup>rd</sup> December 2015, Fremantle, WA, Australia.

Blaise, M. Hamm, C., Iorio, J. (2015). *Modest witness(ing): Experimenting with ethical relations in the early years*. Paper at the AARE Annual Conference, 29<sup>th</sup> Nov.- 3<sup>rd</sup> December 2015, Fremantle, WA, Australia.

Blaise, M. (2015). *Defying the developmental child: Experimenting with provocative practices*. 8<sup>th</sup> International Deleuze Studies Conference, 29<sup>th</sup> June-1<sup>st</sup> July 2015. Stockholm, Sweden.

Bone, M. & Blaise, M. (2014). *Lingering with the data: A dis/comforting methodology*. Paper presented at the AARE/NZARE Conference, Brisbane, Australia.

Andrew, Y., Blaise, M. & Campbell Galman, S. (2014). *New gender politics, old gender politics: Assessing equity in the early childhood field*. Paper presented at the Bi-annual Gender and Education Association Conference, Melbourne University, Melbourne, Australia.

Blaise, M. (2014, April). *(Re)indigenizing the-dog-as-child in and around Hong Kong urban parks*, as part of the symposium, “Child-animal Entanglements: Postcolonial and Posthumanist ‘Common Worlds’ Perspectives”. Paper presented at the Annual American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.

Blaise, M. & Bone, J. (2014, April). *Becoming-posthuman: Turning towards a posthuman performative methodology in early childhood*. Paper presented at the Annual American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.

Blaise, M. & Banerjee, B. (2014, April). *Becoming-with air: Materializing data through more-than-human research encounters*, as part of the symposium, “Various Un/thinkable Possibilities of ‘Data’”. Paper presented at the Annual American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.

Taylor, A. & Blaise, M. (2014, April). *Troubling the individual child: The queer performativity of child-pet-dog entanglements*. Paper presented at the Annual American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.

### **Research Reports**

Blaise, M. & Yager, Z. (2018). *Building children’s resilience through respectful and equitable relationships pilot project. Evaluating the equitable and respectful relationships program. Phase 2 Report*. Submitted to the City of Melbourne.

Blaise, M. & Yager, Z. (2017). *Building children’s resilience through respectful and equitable relationships pilot project. Evaluating the equitable and respectful relationships program. Phase 1 Report*. Submitted to the City of Melbourne.

### **Competitive external research funding (including government agencies)**

Blaise, M. (July 2018-December 2019). *Pedagogical documentation as a tool for transforming waste practices in early childhood education*. Perpetual Impact Philanthropy Program. (\$43,000 AUD).

Blaise, M. & Yager, Z. (August-December 2017). *Building children’s resilience through respectful and equitable relationships pilot project--Phase 2: Program evaluation*. City of Melbourne. Principal Investigator. (\$19,000 AUD)

Blaise, M. & Yager, Z. (June-August 2017). *Building children’s resilience through respectful and equitable relationships pilot project--Phase 1: Program evaluation*. City of Melbourne. Principal Investigator. (\$48,000 AUD)

Pacini-Ketchabaw, V., Blaise, M., Corcoran, P., Delgado, C., Hird, M., Kallis, S., Kind, S., Kocher, L., Kunmen, K., Soltis, G., & Taylor, A. (2017-2021). *Rethinking the Rs through arts: Transforming waste practices in early childhood education*. Social Sciences and Humanities Research Council (SSHRC), CAN. Insight Grant. Invited collaborator. (170,000 CAN = \$171.500 AUD).

Pacini-Ketchabaw, V., Bezxure, K., Blaise, M., Delgado, V., Ghafouri, F., Kind, S., Jazvac, K., Kocher, L., Kraftl, P., Kummen, K., Rooney, T. (2017-2020). *Climate action network: Exploring climate change pedagogies with children*. Social Sciences and Humanities Research Council (SSHRC), CAN. Partnership Development Grant. Invited Co-applicant. (200,000 CAN = \$201,760 AUD).

Pacini-Ketchabaw, V., Svedäng, M., Neimanis, A., Blaise, M., Hamilton, J.M., Halvars, B., Taylor, A. (2016-2017). *The wild weathering collaboratory: Reaclimatising early childhood environmental pedagogies to the prospects of anthropogenic climate change*. Seedbox Collaboratory, funded by mistra (Swedish Foundation for Strategic Environmental Research) and formas (The Swedish Research Council for the Environmental, Agricultural Sciences and Spatial Planning). Co-applicant. (275,000 SEK = \$43,500 AUD)

Gray, E., Knight, L., & Blaise, M. (2016). *Developing arts-based interventions into everyday sexism in the academy*. Australian Association for Research in Education (AARE) Strategic Initiative Grant. Co-applicant (\$9023.43 AUD).

Murris, K. (PI), Bozalek, V., Mah, K., Pacini-Ketchabaw, V., Taylor, A., Blaise, M. Wood, D., Haynes, J., Braidotti, R., Zembylas, M., Sheffer, T., Rivers, P., Adami, R., Lind, U., Henderson, P., Morreira, SK., Ouma, C., Kohan, W., Ross, F., Burman, E., (2016-2018). *Decolonising early childhood discourses: A critical posthumanist orientation in higher education*. National Research Foundation of South Africa, Competitive Program for Rated Researchers, South Africa. Invited co-applicant. (1123860 R = \$108,265 AUD).

### Awards & Residencies

- 2017 Research Fellowship, Visiting Professor, *Western Fellow*, Interdisciplinary Centre for Research in Curriculum as a Social Practice, Faculty of Education, University of Western Ontario, Canada. (Competitive, University-wide).
- 2017 Study Leave, *Becoming-with water across Canadian and Australian waterways*. 6-month fully funded study leave, Victoria University, Australia (Competitive, University-wide).
- 2016 Walking Residency, WalkingLab, OISE, University of Toronto. Awarded an 8-week funded walking residency based on *Walking with the more-than-human*, see <http://walkinglab.org/author/mb/>
- 2014 Invited Visiting Professor, Department of Child and Youth Studies, Stockholm University, Sweden (January 29-February 14). Phd Course: *Postconstructionisms, new materialisms: Theories and methodologies*.

### INTERNATIONAL and INTERDISCIPLINARY RESEARCH COLLECTIVES

#### Common Worlds Research Collective (2009-present)

[www.commonworlds.net](http://www.commonworlds.net)

Twitter: @CW\_Childhoods

**Principal Researchers:** Affrica Taylor, University of Canberra, Australia; Veronica Pacini-Ketchabaw, Western University, Ontario, Canada; Mindy Blaise, Edith Cowan University

Working across the fields of childhood studies, early childhood education, feminisms, 'environmental humanities, indigenous studies, and 'new' materialisms, the Common Worlds Research Collective conducts research that grapples with the overarching question of *what we might learn by paying attention to children's entangled common world relations*. This research is motivated by ethical and political concerns and sets out to respond to everyday events and relations that take place in children's common worlds. In 2009, I co-founded this collective with Affrica Taylor (University of Canberra) and Veronica Pacini-Ketchabaw (Western Ontario University) to build an international network to support interdisciplinary research that works towards the design and implementation of ethically and politically attuned relational pedagogies that foster more live-able common worlds.

The Collective has been successful in obtaining external funding, from the Social Sciences and Humanities Research Council (SSHRC), Canada and the Swedish Foundation for Strategic Environmental Research (mistrall) and The Swedish Council for the Environmental Agricultural Sciences and Spatial Planning (formas). The Collective is making impact through the open-access online resources that have been developed to support early childhood educators, teacher educators, and researchers across geographical and disciplinary contexts.

### **#FEAS, Feminist Educators Against Sexism**

<https://feministeducatorsagainstsexism.com/>

Twitter: @FEASProject

**Co-Founding Members:** Emily Gray (RMIT University), Linda Knight (QUT), and Mindy Blaise (ECU)

This collective emerged from the 2015 Australian Association for Research in Education (AARE) Strategic Initiative Grant that I initiated and co-lead with Emily Gray and Linda Knight. Currently membership includes + 800 academics, at all academic levels, working in higher education across Australia, New Zealand, UK, US, Canada, Sweden, Finland, Norway, Italy, Spain, and Saudi Arabia. #FEAS are interested in developing creative arts-based interventions into everyday sexism in the academy. The interventions are generated by #FEAS members and then performed and taken up at international conferences. We have performed these interventions internationally in Australia, Sweden, US, and UK. We have also been invited to speak at the Australian National Tertiary Education Union (NTEU) Conference, prestigious international qualitative methodology summer schools, community events, and universities. There is wide interest in our work as evident in the growing number of citations, newspaper articles, and interviews we have given about our creative interventions.

- Read the article, *Women in academia take aim at sexism, gender inequality in university research fields*, written by Norman Hermant and Naomi Slevaratnam, on the Australian Broadcasting Company (ABC) Online News, <http://www.abc.net.au/news/2018-03-11/women-in-academia-take-aim-at-sexism-university-research-fields/9522500>
- Read Henrietta Cook's article about #FEAS from *The Age/The Sydney Morning Herald* <http://www.smh.com.au/national/the-fight-to-be-heard-taking-on-boys-clubs-in-australian-universities-20170325-gv6dgc.html>
- Read a blog post about #FEAS on EduResearch Matters, Australian Association for Research in Education (AARE), <https://www.aare.edu.au/blog/?tag=feas>
- Listen to the Solidarity Breakfast interview by Annie McLoughlin 3CR about #FEAS and the slippery nature of sexism <https://itunes.apple.com/au/podcast/mental-health-law-ii-chinese-worker-strikes-in-1880/id492600443?i=1000384242975&mt=2>

### **Editorial board membership**

*Associate Editor*

*Asia-Pacific Journal of Research in Early Childhood Education* (2012-2014)

***Editorial Board Member***

*Journal of Childhood Studies* (2016-present)

*International Journal of Child, Youth, & Family Studies Review* (2016-present)

*He Kupu*, (2013-present)

*Contemporary Issues in Early Childhood* (2010-present)

*International Research in Early Childhood Education Journal* (2010-2015)

*Gender and Education* (2008-2011; 2012-2015; 2016-2019; elected)

***Editorial Advisory Board Member***

*Routledge Critical Studies in Gender and Sexuality in Education Series* (2014-present)

*Multidisciplinary Journal of Social Diversity* (2013-2016)

Early Childhood Book Series, *Teachers College Press* (2010-present)

***International Consulting Editor***

*Early Childhood Research Quarterly*, (2006-2018)