

Speaker Bios

ANDRES BUSTAMANTE is an Assistant Professor at the University of California Irvine's School of Education, and directs the Social, iTerative, Engaged, and Meaningful (STEM) Learning Lab. He designs and implements play-based early childhood STEM interventions in places and spaces that children and families spend time (e.g., parks, school yards, grocery stores etc.). He maintains an intentional focus on translating rigorous science from the lab, into meaningful research in the classroom, and the community. Bustamante is invested in research that has practical implications for school and life success for the children and families that need it the most. He is also committed to sharing and interpreting early childhood research with a broader audience through blog posts for the Brookings Institution, Huffington Post, BOLD Blog, and other media outlets.

ANNA LEES, Ed.D. (Little Traverse Bay Bands of Odawa Indians, descendant) began her career as an early childhood classroom teacher in rural northern Michigan. Now, an Associate Professor of Early Childhood Education at Western Washington University, she partners with schools and communities to prepare teachers for the holistic needs of children, families, and communities. Dr. Lees is committed to developing and sustaining reciprocal relationships with Indigenous communities to engage community leaders as co-teacher educators, opening spaces for Indigenous values and ways of knowing and being in early childhood settings and higher education. She is currently engaged in research around land education professional development led by Indigenous nations and Indigenous curriculum development with tribal nation early learning and community programs.

AMY NOELLE PARKS is a professor at Michigan State University and is interested in young children's mathematical experiences, both in and out of schools. She is particularly concerned with representing the experiences of children from marginalized groups in the research literature and with promoting humane schooling practices for all children. Her current projects include investigations of the role of play in mathematical learning, the resources parents draw on when supporting their children in mathematics, connections between emotional relationships and content learning in primary classrooms, and the mathematical engagements that are possible in informal spaces.