

## **"Day care of the future" or 20 years back in time?**

An example of a large-scale intervention programme

Ahrenkiel, Annegrethe

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# 27<sup>th</sup>

## EECERA ANNUAL CONFERENCE

**‘SOCIAL JUSTICE, SOLIDARITY AND  
CHILDREN’S RIGHTS’**

**Bologna, Italy**

**29<sup>th</sup> August – 1<sup>st</sup> September 2017**

# ABSTRACT BOOK



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Lucia Balduzzi - University of Bologna - Chair of the Scientific Committee  
Arianna Lazzari - University of Bologna - Co-chair of the Scientific Committee  
Chiara Bove - University of Milan-Bicocca  
Antonio Gariboldi - University of Modena-Reggio Emilia  
Elena Luciano - University of Parma  
Mariacristina Picchio - CNR Rome  
Antonella Pugnaghi - University of Modena-Reggio Emilia  
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Vasilis Grammatikopoulos – University of Crete, Greece (EECERA Trustee)  
Júlia Formosinho – Childhood Association, Portugal (EECERA Trustee)

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**KEYNOTE I**  
**WEDNESDAY 30<sup>TH</sup> AUGUST**  
**09:30 – 10:30**

**MICHEL VANDENBROECK**

**Head of the Department of Social Work and Social Pedagogy at Ghent University, Belgium**

**Facts matter. And so do opinions: A plea for the repoliticisation of early childhood education**

It seems that early childhood education is increasingly a matter of *facts* and *objectivity*, as science progresses and produces more and more *Truth*. Truth from Brain science, with its images of shrunken brains of neglected children and lighting brains of securely attached infants, univocally seems to prove the value of early childhood education; econometric sciences compute their return on investment. While facts do matter, the questions that seems to be missing are: Which facts matter? For whom? Who says so? Who benefits? And ultimately: Who gets to decide what early childhood education is for?

Drawing on the recently published book “*Constructions of Neuroscience in Early Childhood Education*” (Routledge 2017) and an upcoming book on revisiting Paulo Freire, I argue that objective scientific facts matter, but so do opinions. Pedagogy is, after all also about opinions on the good life and thus inextricably intertwined with politics and with conceptions of democracy and of the welfare state.

**KEYNOTE II**  
**WEDNESDAY 30<sup>TH</sup> AUGUST**  
**11:15 – 12:15**

**SUSANNA MANTOVANI**

**Professor of General and Social Pedagogy at the University of Milano-Bicocca, Italy**

**ECEC at the crossroads? The international debate on curriculum and evaluation: pedagogical, cultural and political dilemmas.**

We all believe that children have the right to experience wellbeing and to develop their potential and abilities along with individual judgements, sense of moral responsibility and social agency. Children's rights to play and enjoyment are unanimously recognised (UNCRC, 1989). We also believe that the conditions for the full realisation of these rights should be set during the earliest years by making adequate opportunities for care and education available to all children. At the same time, it needs to be acknowledged that educational values and goals - as well as interpretations of competence, abilities and strategies to foster development - are universal on one hand, and culturally situated on the other.

ECEC is today under the spotlight of research and policy decision making, with multiple – and sometime contradictory - rationales underpinning future investments. Among these, social justice and democratic accountability are inextricable. How can we come to agree about the crucial opportunities we should offer and guarantee to all our children, wherever they live and grow, and – at the same time – maintain the richness and cultural contextualisation of educational processes in the way we evaluate them? In this respect, curricula and evaluation are certainly among the most controversial concepts in the present public discourse and academic debate in ECEC; their interpretations challenge research paradigms and political decisions. Who are the stakeholders? To whom should we give voice to influence decisions about ECEC? What is essential and ethically appropriate to evaluate and how to do it without reducing “the political to the technical”?

Based on the lessons learned from the CARE project (*Curriculum and Quality Analysis and Impact Review and Impact Review of European ECEC*), from the current debate on IELS (Moss et al., 2016, Urban & Swadener, RECE, 2016) and from the *Children Crossing Borders* project (Tobin et al., 2016) the presentation will address paradoxes and dilemmas, advocating for broad and culturally sensitive perspectives.

**KEYNOTE III**  
**FRIDAY 1<sup>ST</sup> SEPTEMBER**  
**10:00 – 11:00**

**SUSAN GRIESHABER**

**Professor of Early Years at Monash University, Melbourne, Australia**

**Social Justice, Research Relationships, and Researcher Responsibility**

In this presentation I question ideas of universality and normativities in a quest to trouble the domination of conventional forms of research in early childhood education. I suggest that research informed by human capital and social investment paradigms is at odds with the notion of building just and inclusive societies. In resisting western inspired outcomes and output models and interventionist approaches, I argue for, and provide examples of, research that focuses on relationships and responsibility rather than outcomes, outputs, and intervention. Evidence based research and programmes founded on them have been instrumental in getting us this far. However, relational approaches have distinctive and unique potential; they are about ethical and political research, researcher connections, relationships and responsibility, rather than outcomes and interventions aimed at remediation of perceived individual deficits and ultimate risks to the capitalist economy. Relational approaches offer different ways of understanding research and researcher obligation, as well as possibilities for generating knowledge that cannot be predicted. Ideas about research as an emergent state and active process are explored using recent examples.

**KEYNOTE III**  
**FRIDAY 1<sup>ST</sup> SEPTEMBER**  
**11:30 – 12:30**

**JOANA DE SOUSA**

**Early Years Educator and member of Childhood Association, Portugal**

**&**

**PAULO FOCHI**

**Doctoral Student at University of São Paulo, Brazil**

**Participatory pedagogies with children: making real children's rights**

This keynote asserts the power of participatory pedagogies to realise children's rights in everyday educational life, through the specific lens of Pedagogy-in-Participation approach (Oliveira-Formosinho & Formosinho, 2012). In order to fulfil this aspiration, it is necessary to ensure that educators also have the right to participatory learning journeys. It is necessary to develop professional learning approaches that connect professional learning and children's learning in their living contexts. The connectivity of childhood pedagogy and professional learning pedagogy becomes a dynamic force for the promotion of a children's rights approach.

This keynote presents research journeys on this connectivity in Portuguese and Brazilian contexts, both sharing a participatory professional learning approach - Contextual Professional Learning (Sousa; 2016, Fochi, 2016). This approach is being developed by Childhood Association and widely dialogued with the Brazilian project Integrated Contexts (Oliveira-Formosinho & Formosinho, 2001; Oliveira-Formosinho & Kishimoto, 2002; Pinazza, 2014).

These praxeological case studies (Formosinho & Oliveira-Formosinho, 2012; Pascal & Bertram, 2012) identify pedagogic documentation as an anchor to develop the connectivity between professional learning and children's learning in order to realise children's rights. The pedagogic documentation also shows that the empowerment of children is connected with the empowerment of educators.



# SYMPOSIUM SET A

## WEDNESDAY 30<sup>TH</sup> AUGUST

### 14:00 – 15:20

#### SYMPOSIUM SET A / 1

CHILDREN'S VOICES IN DISSENT, AGENCY AND CHALLENGE IN RULE-MAKING

Individual Papers

CHAIR: LISBETH SKRELAND, University of Agder, Norway

#### **Kindergarten rules**

LISBETH SKRELAND, University of Agder, Norway

The preschool teachers' profession, its content and current challenges is reflected in their everyday work and practice. In this study I explored which rules appear in a kindergarten setting. Norms or rules are often loosely defined as shared conceptions or expected action (Horne, 2001). The presentation is an extract from my PhD work and it further builds upon Johansson's (1999, 2006) and Corsaro's (1983, 2012) extensive works on children's ethics. Boostrom (1991) and Thornberg's (2006) work on rules in school settings has also been important. Theoretically Erving Goffman has inspired this study as he understands norms as very important to social interaction. He also claims that our sense of self-hood arises in the little ways we resist the pull (Goffman 1991). Eva Johansson's theories of children and ethics are also essential. She sees norms and values as an important part of children's lives in kindergartens, and makes a connection between rules and values. It is a hermeneutical and interpretative study where participant observations were carried out in 3 kindergartens over a period of 9 months. The preschool teachers and the 3-5 year old children were also interviewed about their thoughts and reflections considering the rules. I stressed to secure participants consent, their anonymity as well as treading carefully into people's lives. Following up on a critical and ethical discussion this study aims to open up a needed knowledge about an important part of children's and adults lives within the institutions. It will show how rules participate in shaping kindergarten practice.

Keywords: rules, values, kindergarten, preschool teacher, profession

#### **"You need to own cats to be a part of the play": Icelandic preschool children challenge adult-initiated rules in play**

SARA MARGRÉT ÓLAFSDÓTTIR (1), JÓHANNA EINARSDÓTTIR (1), SUSAN DANBY (2), MARYANNE THEOBALD (2),  
(1) University of Iceland, Iceland; (2) QUT, Australia

The aim of the study is to explore how a group of 3-5 year old children in two Icelandic preschools experienced rules made by educators in their preschool settings and how they challenged these rules. Research has indicated that rules are important in early childhood settings. Often these rules are constructed by educators and relate to what is expected of children (Thornberg 2009). Children challenge the adult-initiated rules in many ways during their play activities with peers (Corsaro 2015). The study is built on Corsaro's Sociology of childhood constructs that views children as competent, strong and active participants in society. The methodology of the study is inspired by ethnographic approaches. Video-stimulated accounts were used to support children's conversations about rules in their preschool settings. The children were informed about the study and gave their assent. The children were active participants in the research process and their best interests were kept in the forefront. The findings indicate that the children agreed on many of the rules made by educators. However, the children also resisted and challenged these rules by making their own rules in play often unseen by the educators. For example, they excluded other children from play even though the rule said "everybody should play together". The implication of the study is a better understanding of the complexity of rules within and around children's play in peer cultures. Such understanding can offer educators awareness of how rules influence children's participation in play.

Keywords: ECE, peer culture, agency, rules, play

## **"Let's close the computer now." Children's dissenting as acts of agency and privacy**

CARMEN HUSER, Charles Sturt University, Australia

The research aimed to explore children's perspectives of play in an Australian ECEC setting, and children's ways of participation in research. The presentation discusses children's dissent as an act of agency and privacy protection. Recently, research has acknowledged children as primary stakeholders of play and the importance of including their understandings and perspectives to inform play-based pedagogy (Colliver, 2012). Less attention has been paid to how children choose to participate in such research (Dockett, Einarsdóttir, & Perry, 2012). Sociocultural play theories and contemporary notions of children's rights informed the study. The qualitative study used an interpretive paradigm. Constructivist grounded theory framed data generation and analysis acknowledging individual and collective acts of creating meaning. Children's play was video-recorded and shown to the children to stimulate group conversations. Seventeen 4-5 year old children participated. Conversations were transcribed and coded. Children's verbal expressions and nonverbal participation were interpreted. This study was approved by the Charles Sturt University Human Research Ethics Committee. Procedures of informed consent from parents and educators, and ongoing assent from children were respected. The children decided what to share and how to dissent. Giving (non)verbal dissent included being silly, playing with peers, or with equipment, remaining silent, changing the subject, or leaving the conversation. Children's dissent reflected children's agency and their right to privacy. They were gatekeepers of their data. Dissent was not uniform, rather diverse. Researchers need to be sensitive towards children's forms of participation and of dissent, creating safe spaces for participation that respect agency and privacy.

Keywords: agency, privacy, children's rights, dissent, participation

## **SYMPOSIUM SET A / 2**

### **BRINGING RIGHTS-BASED EARLY YEARS RESEARCH TO LIFE**

Self-organised Symposium

CHAIR: FIONA MAYNE, The University of Western Australia, Australia

This symposium brings together three studies that focus on enhancing young children's research participation experiences. Each of the presentations seeks to examine how research can be tailored to address young children's competencies, needs and preferences through an increased focus on children's rights. Paper 1 introduces a hierarchy of children's research participation that enables researchers to plan and integrate rights more strategically. It will generate discussion on what information, understanding, voice and influence means in contemporary and inclusive research contexts. Paper 2 describes how the interactive narrative approach to participatory research empowers young children to collaborate with researchers on sensitive topics. Paper 3 deals with the challenges associated with ensuring reasonable accommodations are provided to children with disabilities, and how they might participate more fully in research. All three presentations challenge researchers to think more deeply about ways to hear and respond to the voices of children in participatory research contexts.

### **Embedding rights into early years research: A hierarchical model of children's research participation rights, based on information, understanding, voice, and influence**

FIONA MAYNE (1), CHRISTINE HOWITT (1) AND LEONIE RENNIE (2), (1) The University of Western Australia, Australia; (2) Curtin University, Australia

This presentation aims to create a forum for thought-provoking discussion about the levels of research participation that are afforded to young children. Based on the final conclusions of a PhD study that focussed on early childhood research ethics and participation, the Hierarchy of Children's Research Participation was developed. With the Interactive Narrative Approach to early childhood research as its foundation, Roger Hart's 1992 ladder of participation was extended to incorporate the four UNCRC participation rights found in Article 12 - information, understanding, voice, and influence. The Hierarchy of Children's Research Participation illuminates the range of research participation levels accessible to young children and how children's participation rights can be embedded more effectively in research. This presentation examines the transformative effect that different levels of informing can have on the quality of children's understanding as research participants. It demonstrates how 'informing' flows on to affect a child's ability to express their views and the degree to which their voices ultimately exert influence. Ethical considerations were given priority throughout this study. Each of the four elements of information, understanding, voice, and influence plays an essential role in upholding children's rights in research. This innovative Hierarchy of Children's Research Participation emphasises the importance of weaving rights throughout a research project from its conception, rather than applying children's rights in isolation. Considering rights in a more integrated manner has the potential to democratise participation experiences for young children and to enhance the way young children are valued as citizens with rights to meaningful participation.

Keywords: participatory research, rights-based research, UNCRC Article 12, hierarchy of research participation, interactive narrative approach

### **Working together with young children in research: Looking for the right balance**

AN RAES, WENDY EERDEKENS AND ELISA VANDEN BUSSCHE, Artevelde University College, Belgium

There is growing support for a rights-based methodology where children collaborate with researchers, instead of being the research 'object'. The aim of this research was to explore how to involve children in a project within a sensitive context (youth care). The need for this project emerged from an earlier research project with adolescents and from recent research on how to do meaningful informed consents with children. The UN convention on children's rights is the foundation for a participatory approach in research with children. We performed 21 in-depth interviews with 6 to 12 year old children (5 girls), using a creative and interactive approach, tailored to the child's abilities and preferences. The local Ethical Committee approved the project. All participating children and their parents gave their written informed consent. A narrative interactive approach is a useful method to get children's informed consent and to debrief them at the end of the research project. In the research itself, the use of visual narrative methods encourages children to bring their own story, even when it concerns complicated or sensitive information. Still, we see that true agency and ownership by children is hindered by research-related factors (e.g., limited time and resources, funders who ask for a fixed research question and/or methodology) as well as by individual and institutional gatekeepers (access to children has to be negotiated). This research presents methods that facilitate participation of children, with special attention to working in a sensitive context (youth care) and with children under 12 years.

Keywords: research participation, child participation, rights-based research, interactive narrative approach, youth care

### **CHILDisclusive: Participatory research with children in inclusive out-of-school care**

GISELINDE BRACKE, NELE VAN HULLE AND MARIJKE DE SMET, Artevelde University College, Belgium

This research project inquired how to support children to participate in the search for reasonable accommodation/support with and for (a) child (ren) with special needs in out-of-school care in Flanders. Reasonable accommodation and universal design as concepts are well studied in education (primary to higher education) but not in inclusive out-of-school care. To do so, considering the voices of all children are crucial in the research design itself. By ratifying the UN Convention on the Rights of Persons with Disabilities (2006), working in an inclusive way and increasing the participation of vulnerable children is high on the agenda in Flanders. The right to reasonable accommodation and the fundamental concept 'nothing about us, without us' are central, but not yet common in practice. We used participatory research involving children age 6-12 (N=66) and caretakers (N=17) in focus groups, using a visual narrative approach, combined with participatory observations during 21 'dialogue sessions'. With the approval of the ethical committee (University of Ghent), we obtained the required informed assents and consents of all participants. The search (in dialogue sessions with children) for just reasonable accommodations is considered problematic and has to be done on a continuum between reasonable accommodations and universal design. The search for moments and places of full or problematic participation seemed to be a crucial aspect. Those findings are crucial in out-of-school care but also in school. Children are in need of continuity between Welfare and Education both in policy as in practice.

Keywords: participatory research, inclusion, reasonable accommodations, child participation, out-of-school care

## **SYMPOSIUM SET A / 3**

### **DIGITAL TECHNOLOGY AND PLAYFUL LEARNING**

Self-organised Symposium

CHAIR: IOANNA PALAIOLOGOU, University College London, United Kingdom

Research on digital devices and play has been limited and Edwards (2013) offers a caveat in terms of the "inadequate integration" of digital devices in play based pedagogy. Examining the research, it might be concluded that the factors influencing the integration of digital devices in play-based pedagogy revolve around external aspects such as resources and training and on internal factors such as beliefs and views (Plowman et al 2013, Palaiologou 2016). Thus this symposium explores three current research projects that investigate the use of digital devices in ECE. The issues that will be explored are firstly children's encounters with iPads, secondly views of children and teachers on using iPads to teach compositional writing and thirdly preschool children's use of touchscreen technology. All three projects are based in UK and aim to discuss to what extent and how digital devices can be used in ECE for children's playful learning.

### **Children's encounters with iPad: The case from England**

IOANNA PALAIOLOGOU (1) AND ADERONKE FOLORUNSHO (2), (1) University College London, United Kingdom; (2) Canterbury Christ Church University, United Kingdom

The aim of this research is to explore children's engagement and interaction with digital and non-digital activities. This research is based on a number of literature and research that investigated children's engagement and interactions with digital technology such as Disney et al., 2013, Arnott, 2016, Yelland, 2015, Marsh et al., 2016. The design for this research is the

FraIM: Frameworks for an Integrated Methodology developed by David Plowright (2011). The FraIM is designed to help researchers carry out small scale empirical investigations of educational and social issues using mixed methods. The aim of the framework for this research is to support the integration of quantitative and qualitative methods in this research process to ensure the successful study of iPads and its impact on the levels of engagement in children. A pragmatic mixed method approach was employed to be able to determine children's level of engagement while using iPads. Observations were carried out with children of ages three and four in an early childhood setting using structured observation and less-structured observation. EECERA codes of ethics were followed and informed consent and assent was obtained throughout the project. Findings revealed that the children demonstrated different levels of engagement when interacting with digital and non-digital activities and their patterns of interaction while interacting with these digital and non-digital activities were similar and characterised by playful features. The findings from this research will highlight any other findings that are of interest and contribute towards the subject of children and iPads in ECE.

Keywords: children, digital technology, mixed methods, non-digital activities, engagement

#### **Writing and iPads in the early years: Perspectives from children and teachers**

JILL DUNN (1) AND TONY SWEENEY (2), (1) Stranmillis University College, United Kingdom; (2) Maynooth University, Ireland

The aims of this study were: to garner the views of children on their use of iPads for writing in the classroom and to ascertain the views of teachers on the benefits and challenges of using iPads to teach writing in the early years. Tablet devices have a growing popularity in children's digital lives (Ofcom, 2014) and the use of tablet devices is seen as one of the 'hot trends' for technology adoption in schools. Writing is a complex, effortful activity and many children lack motivation when asked to write. Researchers have discussed the potential of digital technology to transform the education process, such as the teaching of writing, and it is the enabling of flexibility, choice and creativity that can promote new practices (Lynch & Redpath, 2014, McTavish, 2014). The research takes a constructivist approach viewing people as dynamic, social beings who interact with others to construct joint meanings within a given context (Greig et al., 2007). Semi-structured interviews with class teachers, focus group interviews with children, virtual tours of the iPad by the children and classroom observations of iPads being used for writing were used to gather data. The EECERA Ethical Code for early childhood Researchers (2014) was followed with voluntary, informed consent sought from teachers, parents and children. Initial findings indicate strong advocacy from both children and teachers for the use of iPads to teach writing but in a balanced approach alongside more traditional writing. These findings can add to the way forward for technology and education.

Keywords: iPads, writing, children's voices, early years, technology

#### **Preschool children's use of touchscreen technology: Touchscreen experiences in 4 early years settings in the West Midlands region of England, UK**

SHANNON LUDGATE, Birmingham City University, United Kingdom

My PhD aimed to describe and analyse young children's use of touchscreen technology in early years settings. This work builds upon O'Connor's (2014) Technobabies study which addressed parental perceptions of their young children using touchscreens at home. The research also connects with Arnott's (2016) study on children's experiences using touchscreens in a social context. Activity Theory was used as an analytical framework to identify themes in the data and findings to emerge, using a grounded theory approach. This enabled the potential for application of findings in practice. An interpretive mixed-methods approach was adopted. An online survey was triangulated with interviews with practitioners and observations and interviews with young children. A comparative case study approach enabled examination of practice across four early years settings. As research was conducted with children aged 3-4, informed consent and ongoing assent was obtained using consent lanyards designed by myself. Consent was also obtained from children's gatekeepers including parents and setting managers. The project was approved by the University ethics committee. Whilst touchscreens were used in many ways, observed practice differed from practice reported by practitioners. This prompted the need to reflect on touchscreen use, as currently, there is little guidance to support practitioners in their planning and implementation of touchscreen devices. The study enables practitioners the opportunity to reflect on their practice of using touchscreens. In addition, policy needs to be developed at a national level so that practitioners have clear guidance in their planning and receive appropriate support regarding the implementation of touchscreen technology.

Keywords: young children, early years, touchscreen technology, pedagogy, early years practitioners

### **SYMPOSIUM SET A / 4**

#### **MEN IN ECE AND OTHER GENDER PERSPECTIVES**

Individual Papers

CHAIR: KATE LILEY, Goodstart Early Learning, Australia

### **The men who are here, want to be here: Male educator perspectives in ECE**

KATE LILEY, Goodstart Early Learning, Australia

This research is generating the evidence-based approach to improving the recruitment and retention of male educators in a large ECEC organisation. Despite evidence on the benefits of gender equity, males continue to be a marginalised minority in ECEC settings. While low pay and concerns about physical touch are barriers to male participation (Cooney & Bittner, 2001), research in this area is limited. Policy and practice do however determine organisational climate and the subsequent turnover rates for groups within the workforce (Litwin and Stringer, 1968, Schneider, 2008, Gupta 2008). As a framework, the features of organisational climate are useful in structuring research and its translation to approaches that support the recruitment and retention of male educators. Higher numbers of educators demanded by National Quality Framework ratios in Australia mean maximising the pool of potential educators is now urgent. The study used a pragmatic, mixed methods approach. A survey was completed by 31% of male educators within Australia's largest ECEC organisation, followed by regional focus groups with male educators. Participation in the anonymous survey and focus groups was voluntary. The results indicate that settings that champion the contribution made by male educators to children's lives have significantly better organisational climate than those that don't. The implications of this research are in informing new approaches to the recruitment and retention of male educators that includes a focus on the domains of organisational climate, policy implementation and the better advocacy about the beneficial role male educators play in the lives of children.

Keywords: men, equity, retention, recruitment, quality

### **Career trajectories of male early childhood workers in Ireland**

JOANNE MCHALE, Institute of Technology Blanchardstown, Ireland

It is estimated that 2% of early childhood Educators, working directly with children in Ireland are male, increasing to 3% when ancillary staff are included (Pobal, 2016). This research aimed to compare the career trajectories of male and female early childhood educators in Ireland by exploring the factors which influence their entry to the sector, their experiences, and the trajectories their careers take once there. The research draws on literature on gendered nature of the early childhood workforce (Cameron et al, 1999, Brind et al 2011, Conroy, 2012, Brody, 2014, Rohrmann, 2015). Within this research, gender is considered as constructed and embedded in social structures. This research is the first phase of a cross sectional mixed methods design. Semi-structured interviews were conducted with men and women on their routes into early childhood, experiences of being early childhood workers and roles within the sector. Ethical clearance was sought through UCL Institute of Education as part of the doctoral research programme. Findings illustrate men and women's entry routes, experiences and trajectories in the early childhood workforce in Ireland. Findings will be discussed in the context of implications for recruitment and retention of male staff in early childhood settings in the changing landscape of the early childhood sector in Ireland.

Keywords: gender balance, men in early childhood, gender in early childhood, early childhood workforce, career trajectories

### **Freedom to choose? Children's influence in preschools in different local areas**

CARINA HJELMÉR, Umeå University, Sweden

This paper focuses democratic fostering in different preschools from gender perspectives. It covers the teaching in and about democracy, as well as children's power-positions and their attempts to affect daily preschool activities. Previous research show how teacher's expectations on, and attitudes to, different children have impact on children's way of acting (Eidevald 2011), children's choices are not neutral, but unspoken influenced by gender norms (Ryan 2005), and gendered power-relationships are not statically realised, but vary depending on contexts (Walkerdine 1990). The analysis is based on Basil Bernstein's (2000) theories regarding power and control, in combination with gender theories (Arnot 2006, Connell 1987). An interpretative and critical ethnographic approach was applied (Beach 2010), with participant observations to cover democratic processes in daily practice, and interviews with teacher teams and children (Hammersley & Atkinson 2007). Preschools in three districts (rural, immigrant, high-income) were analysed as different pedagogic codes (Bernstein), and with varying masculinities and femininities that children adopt (Connell). A consent form including information about the project and informants rights was provided to all parents and teachers involved. Informed consent was negotiated with the children, and pseudonyms replaced the participants' names. The preliminary results show boys and girls who exert influence in all groups. However, whether their agency were perceived as strong or boundless differed due to local context, as well as if the children's free play choices were traditionally gendered or not. By showing how power relations interacts in preschools, the quality of democratic education for all children may increase.

Keywords: children's influence, gender perspective, intersectionality, different local areas, ethnography

## **SYMPOSIUM SET A / 5**

### **DEVELOPING EARLY WRITING AND READING**

#### **Individual Papers**

CHAIR: GARY BINGHAM, Georgia State University, United States

### **Early childhood teachers writing beliefs and practices**

GARY BINGHAM (1) AND HOPE GERDE (2), (1) Georgia State University, United States; (2) Michigan State University, United States

This study examines early childhood teachers' (a) beliefs about children's writing development (b) ideas about how to best support writing development, and (c) early writing practices. Although young children's writing development is a critical early literacy skill (NELP, 2008), relatively little is known about early childhood educators' writing beliefs and classroom practices. Understanding associations between teachers' writing beliefs and practices is essential to designing developmentally appropriate writing experiences (Scull, Nolan, & Raban, 2012). Sociocultural theory informed the way we examined teachers talk and early writing classroom practices (Prior, 2006, Vygotsky, 1978). Children's writing is conceptualised as handwriting, spelling, and composing skills (Berninger, 2000). Qualitative and quantitative methods were employed. Thirty preschool teachers were interviewed about their early writing beliefs and practices. Teachers writing practices were also observed. Observations documented writing environments, opportunities that teachers provided children for writing, and examined the nature of teacher's pedagogical writing supports (e.g., modelling, scaffolding). Teachers consented to participate in interviews and observations. All data remained confidential. Interview and observational data were triangulated to reveal findings. Member checking was employed. Qualitative analyses revealed that teachers reported beliefs aligned with constructivist and socio-cultural philosophies of teaching and learning. Teachers spoke about and were observed establishing rich writing environments. Detailed observations revealed that teachers primarily supported children in forming letters (handwriting=71%), with few supports for meaning-making (composing=13%). Teachers' beliefs about early writing development inform their classroom practices. Curriculum and professional learning for teachers should attend to ways in which teachers can support composing in play.

Keywords: early writing, literacy teaching, classroom environments, teachers' beliefs, early literacy development

### **Two year old children, gaining a deeper understanding of their mark making**

JULIE BRIERLEY, University of Hull, United Kingdom

The research aims to demonstrate how 2-year-old children regularly use episodes of mark making as a tool to further support their emergent thoughts, constructions and understanding of the world around them. Drawing from existing research on schema and young children's developing cognition (Atherton and Nutbrown, 2013, Athey, 2007 & Piaget, 1959). The findings are analysed against schema theory, highlight the emerging links between 2-year-old children's developing patterns of cognition, their schema and their mark making. Over a 16 week period the qualitative study of three 2 year old children uses photographic observations and informal interviews to document the children's explorations both at nursery and home. The choice of whether or not to give informed consent is the fundamental right of every child. This also involves allowing children to negotiate, continue or withdraw their ongoing consent. Researchers must become attuned to recognise children's cues about their preferred involvement, not returning a smile, or turning their back, can be considered as the child's signal to withdrawn consent to participate on this instance. The research makes visible the obvious links between young children's actions, thinking and mark making. This highlights the needs for a reciprocal relationship between research and policymaking, if we are to alter the limited educational purposes of play and drawing in curriculum policies in England. So truly recognising the natural capabilities of 2-year-old children. The finding highlight the argument that the driving force in developing future policy and practice for young children must come from a pedagogical stance

Keywords: schema, cognition, mark making, young children, play

### **Reading aloud in the kindergarten - New practices**

ANNE MARIE ØINES AND TRINE SOLSTAD, University College of Southeast Norway, Norway

In this paper we will present and discuss some results from our research into reading-aloud experiences in 34 Norwegian kindergartens. These kindergartens participated in a project that had a number of goals: to develop reading as an aesthetic experience, to encourage reading, to stimulate children and staff to talk about literature, and to inspire teachers and children to read modern picture books. Lectures were given and participants received guidance on their own practice. The aim of our research is to examine how reading-aloud practices have changed as a result of this project. Our study is related to the following research: Damber, 2015, Dybvik, 2016, Sandvik, Garmann, & Tcachenko, 2014, Solstad, 2015. Our theoretical approach is situated in a sociocultural orientation of literacy represented by Barton (2007) and Gee (2012). We have also based our study on Louise Rosenblatt's (2005) research into the teaching of literature. There were semi-structured interviews with 15 kindergarten teachers and 8 managers in 15 kindergartens. Interviews were taped and transcribed. We sent our questions ahead of the interviews so they could be well prepared. The results will of course be treated anonymously. The main findings show that participants read more and read differently. They also use new types of picture books. These findings can change Kindergarten reading practices and will thus have an impact on Kindergarten teachers' education. Scandinavian research shows that children are exposed to little reading in the kindergarten. Our research can inspire to more use of picture books.

Keywords: read aloud, picture books, emergent literacy, talk about literature, kindergarten

## SYMPOSIUM SET A / 6

### REVISITING THE 'FABRIC' OF MATHEMATICAL ACTIVITY IN ECE

Self-organised Symposium

CHAIR: CHRYSTALLA PAPADEMTRI, European University Cyprus, Cyprus

There is a consensus in a variety of different and distinct domains and paradigms (Mbl, constructionism, literature on play deriving from the domain of ECE, complexity theory), that there is a need for a shift in education that will allow (young) children access to what Seymour Papert (1998) refers to as "hard learning" that consequently leads to "hard fun," which, though, demands supporting learning in a manner that seems difficult for teachers to comprehend and handle. This pinpoints the need for research to (a) explore the nature and characteristics of this type of learning and (b) investigate ways in which to support teachers to deliver it. Thus, two of the studies of this symposium address the first issue whereas the third addresses the second issue. This is one out of four symposia organised by the SIG Mathematics Birth to Eight Years.

#### **Teaching mathematical concepts vs "triggering", as opportunity to learning and teaching, through the "Big Idea" approach: Attempt at designing mathematical activities with young learners**

CHRYSTALLA PAPADEMTRI AND ANDREA ELIADOU, European University Cyprus, Cyprus

This paper identifies the core characteristics of the "fabric" of mathematical activities, which teachers and young learners may comfortably engage with powerful ideas. Constructionism and Research Design are the key elements to revise our teaching and learning. The curriculum focuses "on what is to be learned and nothing about how it should feel to learn it" (DiSessa, 2000). Big ideas offer children the opportunity to be skilled, confident and curious theory-builders (Chaille, 2008). Additionally, it shares similar characteristics with constructionism that have to do with the ownership of learning and let children to "work" with "hard" ideas triggering their hands, head and heart (Papert 1999; Martinez & Stager, 2013). This study draws on a number of paradigms within the literature (Big ideas, Constructionism, Reggio Emilia) that pinpointed the importance of the complex texture of creative teaching and the "fabric" of activities. Thus, there is a need for a shift from linear teaching to use big ideas to trigger children's learning. The designing of activities derived from a research design. In this phase the researcher is a research team member and activities designs arise through team collaboration, without having well-defined objectives. Data collected (videotaped, children's artefacts, the researcher's field notes) from dynamic activities that were implemented during an afternoon mathematical playgroup. Parent's written consent was ensured. Findings indicate that teaching and learning processes through big ideas is changing the "fabric of activities". Data support the significant aspect of designing dynamic activities for young learners, as a shift from traditional mapping.

Keywords: constructionism, big ideas, triggering, mathematical activities, creative learning

#### **Stories of young children 'cycling around' mathematical ideas against the fragmentation of knowledge**

CHRYSTALLA PAPADEMTRI, European University Cyprus, Cyprus

The paper provides stories of 5-7 year-olds doing mathematics through activities concerning circles. Nevertheless, the stories are not about circles but rather about ways of 'cycling around' powerful mathematical ideas against a practice of knowledge fragmentation. An emerging theme pinpointed by distinct paradigms (e.g. Complexity Theory, Constructionism, playful learning, Reggio Emilia) is the need for moving away from well-defined objectives towards a pedagogy where by using dynamic ideas learning might be triggered in exciting, unexpected, and meaningful ways. Practices following well-defined objectives lead to linear, predetermined activities in ways that seem unable to allow us to move away from the fragmentation of knowledge which makes learning easy, but ends up depriving knowledge of personal meaning (Papert, 1998). The stories derived from a design research. The researcher undertakes the role of the designer of activities that are used in an afternoon mathematical playgroup. Data collected (videotaped incidences, children's artefacts, the researcher's field notes) from activities evolving around circles that were implemented during three consecutive years with 3 different groups of children are analysed and presented in ways that shed light into the question of how can meaningful learning be achieved without having predetermined objectives. Parent's written consent was ensured. Findings indicate that beginning learning processes with triggering ideas delivers a meaningful learning texture. Delivering this texture might be problematic for teachers since its characteristics (freedom, exuberance, ownership, and spontaneity) does not fit with linear practices. Thus, the findings will allow a step towards finding ways of supporting teachers towards this direction.

Keywords: constructionism, triggering ideas, mathematics, complexity theory, meaningful learning

#### **Be a skilled observer and a reflective thinker: Helping prospective early childhood teachers to plan their mathematical activities through analysing children's play**

MARIANNA EFSTATHIOU, European University Cyprus, Cyprus

This paper explores how the learning of prospective early childhood teachers (PECT) can be fostered in order to help them be reflective thinkers. Techniques of Action Research (AR) were used in planning mathematical activities through analysing children's play. Davis & Sumara (2000), identify the need for a shift from traditional planning and linear teaching by giving more emphasis on analysing children's play and the complexity of learning. This seems difficult for teachers to comprehend

and handle mainly because they teach the way they have been taught (Sacristan, 2015). Traditional planning ignores the complexity of learning and the essence of the teaching process and deprives the teacher from facing the unexpected (Goldenberg, 1999). Being skilled observers, helps PECT realise that knowledge is constructed through a learning community in contrast with the authenticity of the teacher (Koleza, 2009). Likewise, the learning of the PECT is constructed (Philippou, Kachrimani-Papademetri & Louca 2015). There is an interplay between the participants of the community (PECT, children, researcher, and academic specialist in the field). Thus, teacher learning should focus on helping teachers develop as researchers and reflective practitioners (Avgitidou, 2014). The stories presented in the research give great emphasis to the PECT's reflection during group meetings with the researcher. Data sources include videotaped-incidents, reflective journals, children's artefacts/representations and the researcher's field notes. Parents' and PECT's written consent was ensured. Findings indicate that developing PECT's reflective skills help them plan activities with meaningful learning. Iterative procedures is of great importance for teacher education.

Keywords: early childhood teachers, teacher education, complexity, reflection, play

## **SYMPOSIUM SET A / 7**

### **THE ROLE OF ADULTS' MEDIATION IN DEVELOPING COMMUNICATIVE SKILLS AMONG YOUNG BILINGUAL CHILDREN**

Self-organised Symposium

CHAIR: MILA SCHWARTZ, Oranim Academic College of Education, Israel

The proposed symposium is aimed to extend our understanding of the role of adults' mediation (teachers, family members) in the development of communicative skills among young bilingual children in their first and second languages. The symposium will address novel facets of this process: the potential of mobile digital devices for fostering early bi/multilingualism, the nature of classroom discourse in pre-primary immersion classrooms, and a model of mediation strategies for bilingual educators who are working in situations of social imbalance between the majority and minority language. The symposium will show how communicative skills are built in the young language learners' classroom and out-of-classroom contexts by drawing on diverse theoretical perspectives, such as the input-interaction-output approach to language learning, the conceptualisation of language and literacy as embedded in social and cultural practices, and socio-cultural theory. Data collection and analyses involved methodological triangulation, qualitative and mixed-method analysis in diverse socio-linguistic contexts.

#### **"There is no need for translation: She understands": Teachers' mediation strategies in a bilingual preschool classroom**

MILA SCHWARTZ (1), NAOMI GORBATT (2), (1) Oranim Academic College of Education, Israel; (2) The Center for Educational Technology, Israel

The research objectives were to examine the teachers' mediation strategies intended encourage children to use their L2 in an Arabic-Hebrew-speaking preschool in Israel and their agentic behaviour. Achieving a balance between the two languages is critical as it is the key to students' integration within the bilingual classroom. Research has shown that, even at preschool age, teachers face challenges in realising this goal, due to the discrepancy in the status of majority and minority languages. Yet, research on teachers' mediation strategies aimed at encouraging the children to use the minority L2 in limited. Thus, our focus was the teachers' strategies applied as a response to low progress of the L1 Hebrew-speaking children in L2 (Arabic) use. We explored how major theoretical principles in the mediation strategies of Vygotsky's socio-cultural theory are realised in the teachers' strategies. We applied an interpretive paradigm with mixed methods analysis including thematic analysis of the observed strategies and their frequency. We used multiple sources of data. The study participants were one Hebrew model teacher, one Arabic model teacher, and children using either Hebrew or Arabic as their first language (L1). Methods for collecting and processing the data are based on the legal and ethical guidelines regulating research. The teachers expressed their willingness to participate in the study. The names of the participants have been changed. The observation showed that the teachers applied diverse mediation strategies: scaffolding, identification of the child's zone of proximal development, modelling. The study provides model of mediation strategies for bilingual educators.

Keywords: bilingual education, mediation strategies, Arabic, Hebrew, bilingual education

#### **Developing early bilingualism through intergenerational digital communication**

ROSIE FLEWITT (1) AND SUMIN ZHAO (2); (1) UCL Institute of Education, United Kingdom; (2) University of Southern Denmark, Denmark

This research explores how young children (aged 4-7 years) in the Chinese diaspora in England maintain heritage language and culture by using digital technologies for intergenerational distant communication (via videophone apps such as WeChat), and the potential of mobile digital devices for fostering early bi/multilingualism. This pilot builds on past research into how digital media are used in contemporary communication (e.g. Lankshear and Knobel, 2008) by investigating an age group about which comparatively little is known (Grimes and Fields, 2012, Holloway, Green & Livingstone, 2013), particularly in culturally and linguistically diverse home settings (Burnett, 2010). The study is framed by conceptualisation of literacy as embedded in social and cultural practices (Street, 1984, Dyson, 2001), and social semiotic theorisation of communication (Halliday, 1978).



We take a generous view of communication to explore how children and adults draw on multiple modes (e.g. words, images, sounds) to make meaning and negotiate interpersonal relationships (Bezemer and Kress, 2016, Flewitt, 2010). This qualitative study is based on digital data records, including video recordings and screen captures of webchat, informed by parent interviews. Informed consent for recording and sharing video was negotiated with all child and adult participants, and consent was understood as provisional and re-negotiable (Flewitt, 2005). The study findings consider the complexity for young children of negotiating multiple languages and modes of expression in digital media as they interact with distant family members and friends of their parents. The research seeks to gain insights into contemporary out-of-school communicative practices of young bilingual children.

Keywords: bilingual, young children, digital technology, intergenerational, multimodality

#### **Teacher-child interaction in the foreign language class**

TERESA FLETA, Complutense University, Spain

This paper investigates the various features of classroom talk by analysing conversational interactions between teachers and child learners of English as a foreign/second language in pre-primary bilingual education classrooms. While much has been written about how foreign languages are learned at an early age, yet, research on the nature of classroom discourse in pre-primary immersion classrooms is not as extensive. The current study is framed against the backdrop of the language acquisition theories (Cameron, 2001, Gass & Selinker, 2008, Lightbown & Spada, 2013) and the framework that draws from the input-interaction-output approach to language learning (Long 1996, Mackey 2007, Fleta, 2015). The study was carried out in the British Council School of Madrid, Spain with sixty one Spanish speaking pupils from 3 to 7 years of age. To guarantee confidentiality for research participation, permission from the school headmaster and from each classroom teacher was obtained. The results show that the communicative strategies between teachers and child learners were of three types: teachers' positive feedback to foster language and content comprehension, teachers' corrective feedback and children's productive strategies. Findings can be extrapolated to other early language learning contexts. Conversational interactions with teachers are paramount for early L2 learning for they provide input and output opportunities. Listening and speaking are the cornerstone skills during the first stages of language development.

Keywords: English, bilingual education, discourse skills, listening, speaking

### **SYMPOSIUM SET A / 8**

#### **EARLY CHILDHOOD MUSIC EDUCATION AS A TOOL FOR TRANSFORMATION**

Self-organised Symposium

CHAIR: DIANA DANSEREAU, Boston University, United States

In this symposium, we will address the EECERA theme of "ECE beyond the crises: social justice, solidarity and children's rights" by presenting research on three programmes aimed at social improvement through early childhood music education. Specifically, we will share evidence of, and outcomes from, early childhood music education being used 1) as a tool for transforming the social capabilities of young children of varied socioeconomic and cultural backgrounds in Brazil, 2) to enhance the lived experiences of young children who are homeless in the United States, 3) and to encourage the wellbeing and social inclusion of young children in Italy. The symposium will include a discussion of how early childhood music education can and should play an important role in responding to the societal crises that impact young children.

#### **Formal music learning and prosociality in young children**

BEATRIZ ILARI AND SUSAN HELFTER, University of Southern California, United States

In this ongoing study, we are investigating displays of prosociality in 4-year-olds with different experiences in early childhood music education programmes. Previous research suggests that engagement in collective musical games enhances prosocial behaviours in young children (Kirschner & Tomasello, 2010). Given the collective and play-based nature of early childhood music programmes, we hypothesise that prolonged participation may enhance prosociality in young children. This work is framed by the notion of humans as social beings, and the idea of prosocial behaviours as key elements to the development and maintenance of harmonious relationships. In this qualitative study, children with different degrees of participation in early childhood music programmes are invited to engage in a story-based 'game' that prompts them to engage in prosocial behaviours (helping, sharing, and caring). Parents are also interviewed on children's musical engagement in the home, social activities and prosocial behaviours. Participation in the study is voluntary. Prior to engaging in the story-based 'game', parents sign consent forms and children are asked whether they want to participate. Data are being collected at the moment. Preliminary findings from two cases suggest that children may use music as a prosocial tool, (e.g., singing to comfort a character in the story). This study contributes to the literature on the important role of music in young children's socialisation. Implications for ECE practice and curriculum design will be presented.

Keywords: prosociality, early childhood music education, 4-year-olds, qualitative research, music

## **Early childhood music education in the lives and learning of young children who are experiencing homelessness**

DIANA DANSEREAU, Boston University, United States

The purpose of this study is to understand the ways weekly music classes may enhance the lived experiences and/or learning of young children (ages 3 months through 3 years) who are experiencing homelessness. I draw upon studies on the effects of musical engagement on very young children (e.g., Dansereau, 2011, Ritblatt et. al, 2013). Additionally, I am guided by studies investigating the effects of music therapy interventions (e.g., Fairchild, et. al, 2016, Staum & Brotons, 1995), concert experiences (Cohen & Silverman, 2013) and music education (Kelly, 2013) on youth and adults who are homeless. This study is grounded in symbolic interactionism (Blumer, 1986). This exploratory, qualitative study entailed two early childhood music educators providing 8 weeks of music classes to those attending a preschool for children who are homeless in a large city in the United States (N = 28). Methods for data collection include reports from and interviews with the children's teachers and administrators and the music educators' field notes. Due to the high stress levels of children who are homeless, I chose not to impose intrusive data collection methods (e.g., tests, video recording, and interviews) on the children. Rather, findings are based on the observations of the adults in the preschool. Emerging themes include musical engagement as stress relief and music class as building collaboration and community. Due to specific challenges that children who are homeless face, early childhood music educators should alter certain practices (e.g., class length) in order to allow children to thrive musically, socially, and emotionally.

Keywords: early childhood, music education, homelessness, singing, community

## **(Music) technologies and children's social rights: Inclusiveness potentiality of the MIROR technologies in early childhood**

ANNA RITA ADDESSI (1) AND LUISA BONFIGLIOLI (2), (1) Anna Rita Addessi, Italy; (2) University of Bologna, Italy  
LAURA FERRARI (2), University of Bologna, Italy

We will present a particular type of music technology, based on the paradigm of "reflexive interaction", which showed to be potentially an efficient device for a pedagogy of inclusion. In the field of music education and new technologies, several scholars have studied the role of new technologies and digital devices in specific contexts as composition and improvisation, reflecting on the theoretical approaches that digital composition implies. The paradigm of reflexive interaction explores the idea of letting users manipulate virtual copies of themselves, through specific software referred to as reflexive interactive musical systems (IRMS). When the children play a keyboard and stop playing, the system answers by imitating the musical style of the children, as in a mirror. The "reflexivity" also plays an important role in infant development and in the ontological fundamentals of human musicality. Several experiments have been carried out with children in classroom contexts, using the observation and the "mixed methods" approach. The study has been approved by the Legal Office of Research Department of the University of Bologna, which took care of the legal and ethical aspects related to the Consent form. The experiments achieved so far have shown that the reflexive musical systems can increase the emotional state of wellbeing and flow and the musical dialogue among children also in difficulties contexts, in which it is important to encourage inclusiveness. Results and classroom activities with young children and the MIROR technologies will be presented. The relationship between technology and social inclusion in early childhood will be discussed.

Keywords: early childhood music education, reflexive interaction paradigm, music education and inclusion, technology and music education, technology and inclusion

## **SYMPOSIUM SET A / 9**

### **PARENTS' VIEWS AND PERCEPTIONS**

Individual Papers

CHAIR: SIVANES PHILLIPSON, Monash University, Australia

## **Negotiating educational and learning capitals: Australian parents' response in supporting children's early learning experiences at home**

SIVANES PHILLIPSON, GERARDA RICHARDS AND PRASANNA SRINIVASAN, Monash University, Australia

The aim of this study is to understand families' contribution to children's learning by examining parental perceptions around family resources and their practices that support children learning at home. Melhuish et al. (2008) explained that parents often fail to engage with their children due to lack of opportunities especially access to resources and understanding of their capacity to contribute to learning. The Actiotope Model (Zeigler & Phillipson, 2012) states that children learn better when they have better access to adequate educational and learning capitals. Educational capital are external resources such as tools and knowledge of learning that can be contributed by parents, teachers and peers. Learning capital refers to internal cognition that affects motivation and learning goals children exhibit in their learning. A positivist-interpretivist approach was used to explore six parents' interactions with their children at home, focusing on how they accessed the capitals to create learning opportunities. Parent interviews, journals and field notes were analysed using polytextual thematic analysis. Mindful of working with participant families and their circumstances, we negotiated times and procedures that suited the families. We timetabled and attended to families' needs around the data collection, and this approach met the ethical challenges.

Relying on their cultural and infrastructural capital as the main resources for negotiating learning, parents became aware of their own power in creating learning opportunities for their children. Parent awareness is a platform for parents and child to engage in learning that will lead to better future for both children and families.

Keywords: early learning, educational capitals, learning capitals, parental access, parent awareness

#### **Parents' perceptions about their involvement in development of ECE curriculum**

ADRIJANA VISNJIC JEVTIC, University of Zagreb, Croatia

The aim of this study was to examine the attitudes of parents about their involvement in the ECE curriculum and evaluate their contribution to it. Geller (2005) points out that parents evaluate themselves as less professional in comparison to teachers, therefore they try to avoid individual involvement and standing out. Hughes & Mac Naughton (2000) state that some of the teachers are willing to acknowledge the fact that all parents who wish to participate in the work of kindergarten are not able to do so. Many researchers discuss parental involvement in ECE as an obligation, not as voluntary contribution. Challenges to involvement can be parents' insecurities about their knowledge and skills for contribution, as well as lack of teachers' willingness for involvement. Semi structured interviews were conducted with 10 parents from a different ECE institutions. The questions were related to their contribution in the class as well as in the institution, focused especially on curriculum development. Parents were participated voluntary in the study. All participants were informed of confidentiality and their consents were obtained, with option to withdrawn. Parents pointed out insufficient communication as a challenge to their educational involvement in ECE institutions. They also pointed out that the invitations for involvement are often not honest, so they don't feel comfortable to join their child in class. The results of this research suggest the need to develop a partnership between parents and teachers which would potentially contribute to better mutual understanding and active parental involvement in the education of children

Keywords: parents, parental involvement, curriculum, partnership, ECE

#### **Working Together: Parents' views of the practitioner-parent relationship in English early childhood settings**

UTE WARD, University of Hertfordshire, United Kingdom

This research project increases the understanding of the relationships between early childhood practitioners and the parents of children they care for. It builds on parent involvement models developed by Epstein and Sanders (2002), as well as research into practitioner standpoints towards parent (Venninen & Puroila, 2013) and Vincent's typology of parents (1996). The theoretical framework for this study draws on positioning theory (Davies & Harre, Harre et al 2009) and the concept of self-efficacy (Bandura, 1995) to explore parents' understanding of their own role and their expectations of practitioners' roles and responsibilities. The research adopts an explanatory sequential mixed methods approach comprising a questionnaire stage followed by interviews. Employing a convenience sampling approach, 100 parents in seven early childhood settings completed the questionnaire gathering predominantly quantitative data. This was extended through semi-structured interviews with 11 parents yielding rich qualitative data. The research was carried out respecting BERA guidelines and received ethics approval from King's College, London. The findings reveal parents emphasise care and love from the practitioners for their children. In their own relationships with practitioners parents ask for a flexible approach which responds to their varying needs. Although definitions vary parents expect partnership relationships with practitioners, in which parents remain ultimately responsible for their children's learning and development. Further findings detail the impact of children's ages and setting type on parental expectations of their relationships with parents. The insights gained from this research support practitioners in their understanding of parental concerns and attitudes to improve partnership working.

Keywords: parents, partnership, standpoints, professionalism, parental self-efficacy

### **SYMPOSIUM SET A / 10**

#### **PEDAGOGIES OF EDUCATIONAL TRANSITIONS: INTO THE FUTURE**

Self-organised Symposium

CHAIR: ALINE-WENDY DUNLOP, University of Strathclyde, Scotland

The Pedagogies of Educational Transitions (POET) project was a four year international research staff exchange scheme which ran from January 2013 until December 2016. Researchers from five Universities in each of Australia, Iceland, Scotland, Sweden and New Zealand met and worked together on eight work packages. The work is captured in an edited book 'Pedagogies of Educational Transitions' (Ballam, Perry & Garpelin, Eds, 2016). The final work package, run in two parts in Australia and New Zealand, reflected on the learning achieved and looked to the future. The three papers in this self-organised symposium are examples of issues raised and ways ahead. The first two papers focus in different ways upon diversity, the last paper takes the concept of transitions as a tool for change and asks whether a focus on early childhood and later transitions can influence children's experiences and enhance their educational trajectories.

### **Valuing cultural diversity in plans to enhance transition practices**

SALLY PETERS AND VANESSA PAKI, University of Waikato, New Zealand

The research explored children's learning journeys as they move from ECEC into school. Building on a literature review for the Ministry of Education (Peters, 2010) this was a core New Zealand project in the five-country Pedagogies of Educational Transitions project (see Ballam, Perry & Garpelin, 2017). It offers connections with the German Brückenjahr project discussed by Huser, Dockett and Perry (2016). This interpretive research took an ecological and sociocultural approach to understanding transition experiences. The project's focus on highlighting the views of groups who were under-represented in existing literature meant the work had to be culturally relevant and respectful. Although not a kaupapa Māori research project, we utilised the similar principles with regard to initiation, benefits, representation, legitimisation and accountability (Bishop, 1997). Methods included observations, interviews and surveys. The project was approved by the Faculty of Education ethics committee. Including teacher researchers meant particular attention was paid to informed consent and confidentiality. It was also important to recognise, respect and negotiate the diverse world views of the participants. While broad collaborative strategies were valuable, a nuanced approach that worked with the strengths of the children and families provided transformative possibilities for the children's learning. The findings led to new studies which will be discussed as part of the symposium's 'Into the future' focus. Transitions are a policy focus in many countries. In NZ the lead author has been part of the refreshed Te Whāriki (2017) writing team and this research contributed to the guidance for teachers regarding transition to school.

Keywords: transitions, pedagogy, learning, diversity, social justice

### **Institutionalised ageist practices**

LYNN MCNAIR, University of Edinburgh, Scotland

This presentation will focus on the age Scottish children start school and emphasise that developmental capacity rather than chronological age should be the marker for children starting school. It will compare the different environments of the early years and primary school environments. Building on from my doctoral study, this presentation will discuss how children had differing views on when they should start school (Dunlop & Fabian 2007). This research was underpinned by a 'listening to children' approach, children's perspectives can (and do) add nuance to our understanding of how power impacts on their transition experience. Foucault, Bakhtin supported the analysis. The ethnographic study was an examination of the perspectives of 16 young children as they transitioned from an early years centre, to four primary schools. Data was gathered from empirical methods. The ethics of listening oblige practitioners to renounce power and create opportunities for dialogue in order to find joint solutions. An analysis of the data showed that power is a central concept in understanding transitions. The voices of children, and their families, are often silenced by policy-makers, bureaucrats and professionals during the process, or overshadowed and undermined by mainstream procedures. Policy and its interpretation - or misinterpretation - greatly affects children's transition experiences. The voices of children, and their families, are often silenced by policy-makers, bureaucrats and professionals during the process, or overshadowed and undermined by mainstream procedures, specifically surrounding age. I suggest that by including children (and their parents) in policy construction, education may be a more socially just space.

Keywords: transition, power, ageist practices, children's rights, Foucault

### **In what ways can transitions be tools for change?**

ALINE-WENDY DUNLOP, University of Strathclyde, Scotland

To examine intersections of pedagogical beliefs and practices, learning journeys and family engagement in educational transitions. This paper draws on four years' intensive focus on early childhood transitions, and in particular on the Scottish POET (FP7-MC-IRSES) work package 'Transitions as a Tool for Change' (2015-2016) (Dunlop, 2017, Transitions as a Tool for Change in Ballam, Perry & Garpelin, Eds Pedagogies of Educational Transitions). An evolving conceptual framework leading to reconceptualising transitions as tools for change, emphasises the importance of transitions in a socio-bio-ecological model. The paper is based on a narrative analysis of six exploratory learning sessions and workshop contributions. All participants had information about the intention to develop a Transitions Framework based on their contribution in learning sessions and workshops: consent was given through active participation. By looking at children's learning journeys and developmental trajectories, parental engagement and professional beliefs and practices we can ask about risk and protective factors in the passage through early learning settings so we begin to understand better the role played by transition processes and can ask if a renewed focus can detect, reflect, deflect and redirect towards both successful transitions and eventual school achievement. Narrative analysis of reported transitions research and practices combine to produce a sound knowledge base about early childhood and family transitions to inform early childhood practice, out of school care, initial training routes in Universities and Colleges, postgraduate education, CPD training providers, parent organisations and policy makers resulting in a Scottish Children and Families Transitions Framework (Education Scotland, 2017).

Keywords: transitions, equity, learning journeys, family engagement, pedagogical beliefs and practices

## **SYMPOSIUM SET A / 11**

### **OUTDOOR PLAY AND LEARNING SIG: ENVIRONMENTS AND MOVEMENT**

#### **Self-organised Symposium**

CHAIR: SHIRLEY WYVER, Macquarie University, Australia

This symposium begins by examining affordances in two countries that are associated with risky play. We then examine diversity and different types of play environment and the relationships to a range of factors including movement and physical activity.

#### **Affordances for outdoor play in Australian and Norwegian early childhood contexts**

SHIRLEY WYVER (1), LEYLA EIDE (1), HELEN LITTLE (1) AND ELLEN BEATE HANSEN SANDSETER (2), (1) Macquarie University, Australia; (2) Queen Maud University College, Norway

The main aim of this study was to document and determine the range and complexity of risky play affordances, as per Sandseter's (2009) six categories, in Australian and Norwegian early childhood contexts. Recent studies have found children in early childhood contexts in Norway and Australia have significant differences in opportunities for risky play (Little, Sandseter, Wyver, 2012, Sandseter, Little, Wyver, 2012). To date, no studies have examined differences in affordances in these two countries. The research was informed by Gibsonian ecological theory and extensions of this work by Heft and Kyttä, which relates directly to children's environments. Digital photographs were taken of outdoor play spaces utilised by 4-6 year olds attending regular early childhood centres in Bergen and Sydney. The photographs were coded using a scheme based on Sandseter's risky play categories. Coding was conducted by author LE and an early childhood educator with experience working in settings in both Norway and Australia. Australian and Norwegian national ethics protocols were followed and no ethical difficulties were encountered. Care was taken to establish clear relationships with participating centres in each country. Analysis revealed greater diversity in all of Sandseter's six categories in Norwegian contexts when compared to Australian settings. Previous research has shown that Australian early childhood educators believe in the importance of risk-taking. However, there is not a clear translation of these beliefs in practice as evidenced by lack of risky play affordances. Contrasts with Norway make clear that the constraints operating in Australia are neither reasonable nor necessary.

Keywords: risky-play, affordances, outdoor, Norway, Australia

#### **Play as an expression of relation child-outdoor space**

AIDA FIGUEIREDO, Aveiro University - Department of Education and Psychology and researcher of CIDTFF, Portugal

The aim was to investigate how children perceive and use the outdoor spaces (perceived affordances) during free play. Low environmental diversity (spaces with few natural and manufactured elements) is common in outdoor play areas in Portuguese kindergartens (Figueiredo, 2015). Rich outdoor spaces afford many opportunities for play and possibilities of exploration and learning (Cosco, 2006). A lack of diversity is one of the reasons that outdoor spaces are not attractive for children. "The playground should be considered an open area where children can create and change spaces, they should be able to influence the environment's design its contents, and what they want to do in it" (Lindbad, cit. Davidson, p. 64). We selected 16 children, 4 in each kindergarten, aged between 4 and 5 year old. We make systematic observations, about three weeks each group, of children's interactions with the outdoor environment register in video. In data analysis we used the softwares SPSS and WebQDA and the categories were: Social Play, Cognitive Play, Physical Activity, and Materials/Equipment. Order parents' informed consent and request children's authorisation to participate - they were informed they could withdraw anytime. Concerned social play category the results show that children the parallel and associative social interactions are the most common, being the latter promoted essentially by natural outdoor environments. The functional play is also the most frequent, although the levels of physical activity are very low, being the most frequently motor actions "stand" and "walk". Reflect about practices and resize the outdoor space in childhood contexts.

Keywords: play, outdoor space, affordances, interaction, quality

#### **Educators and Nature: An important encounter for implementing reflexive competence**

MICHELA SCHENETTI AND ELISA GUERRA, University of Bologna, Italy

Outdoor education means increasing the chances to encounter and experiment nature but above all means giving to relationship with nature an important value both in the education of children and in adult professional training. In this paper it is presented the first results of a research, conducted with preschool's teachers of Bologna Municipality, in which the reflexive competence of educators is implemented through outdoor experience. The project is inspired by studies made on relationship between children and Nature (Waller, 2007) in the perspective of outdoor learning and studies inherent emotional socialisation (Denham, 1998) and peer relationship in early years (Dunn, 1996, 1998, 2005) which underpin the importance of social & emotional competence. The theoretical and conceptual framework refers to study about professional competence (Urban, 2008, 2011, Schön, 1993) and outdoor experience at school. The reference paradigm has been the ecological and the philosophy research has been phenomenology. It has been conducted a qualitative research, in particular

a collaborative research (Desgagné et al., 2001). Data have been collected through two instrument: heart-map and the observation protocol of children's emotions, and analysed through a thematic analysis (Leonard, 1994). It was respected the anonymity, the data was progressively returned in aggregate form to do the research WITH the teachers. Data analysis is still in progress. It is expected to find out a correlation between critical spaces pinpointed by educators and children's game allowed. Combine research and training means offer participants the opportunity to implement their reflexive competence and become agents of change.

Keywords: reflexive competence, outdoor education, teacher's role, emotion, observation

## **SYMPOSIUM SET A / 12**

### **THE CHALLENGES OF WELFARE POLICY CROSS-FERTILISATION**

Self-organised Symposium

CHAIR: BRUNO RICCIO, University of Bologna, Italy

Relying on the social cooperative Società Dolce's case study, the symposium wants to open a broader interdisciplinary discussion on the challenges and opportunities to connect sectors of welfare policies, which often remain thought and implemented in a too compartmentalised way. Children socialisation to multidimensional diversity within the nursery becomes coupled with reception policies of forced migrant women seeking asylum. Both services are managed by the same organisation and provide these single mothers and their children with an holistic approach. This case constitutes an analytical "spur" to think more in general of the win-win scenario created by such an experience from an education and a policy-oriented point of view. We have asked to an expert of education to reflect on this exploratory idea of inclusion within the nursery and to a sociologist to discuss the challenges to cut across boundaries within welfare policies and the educational opportunities of this process.

#### **Migrant single mothers and their children: A welfare cross-fertilisation challenge**

CATERINA SEGATA, MARIAROSA AMATO AND SAMANTA MURGIA, Cooperativa Sociale Società Dolce, Italy

The focus of this action-research is the exploratory and multidisciplinary intervention that our social cooperative implemented towards the reception and guidance of asylum seekers single mothers and their children (0-3) coming in Italy from Sub-Saharan Africa. Relying on previous analysis of the need and challenges of connecting social services (Olivetti Manoukian 2015), we will discuss the experience of implementing an holistic approach in responding to their urgent needs. The conceptual framework concerns the complex nexus between migration, welfare policies and ECE. Using professional reflexivity on this experience constitutes a useful process for the design of future educational projects. Focus-groups with practitioners were held. The study was conducted respecting ethical codes of qualitative research and the he anonymity of those involved. Normally undocumented migrants in Italy have to undertake different bureaucratic procedures before being able to leave their children in a nursery. Our approach aims at facilitating these women inclusion in Italian society by providing an immediate and earlier taken on charge of their children within the nursery, which becomes a gateway towards the society as a whole and an inclusive system stimulating children and parents sociability. Mothers find time for learning the language, filling in documents and looking for jobs and the exposure to multidimensional diversity provides children with an educational opportunity. We would like to share the effects of such an experience and evaluate the future prospects of this kind of projects, by reflecting on the challenge of making personnel coming from different professional background working together.

Keywords: migrant mothers and their children, socio-educational inclusion, professional reflexivity, welfare policies, cross-fertilisation

#### **Reflecting on accessibility: Creating pathways of welcoming and inclusion despite the rules**

LUCIA BALDUZZI, University of Bologna, Italy

Theoretical reflection focuses on the education necessity to face the emergency of welcoming-inclusion programmes for migrant and refugees' families with children 0-3. Researches underline the importance of early intervention in reducing the impact of poverty, social marginalisation, exclusion (Havnes & Mogstad, 2011) and the fundamental role of ECEC services in promoting the children's inclusion, development and wellbeing (Vandenbroeck & Lazzari, 2014). Conceptual framework for theoretical reflection is provided by the "European Quality Framework for ECEC" (European Commission, 2014). The document, starting from an analytic research analysis, identifies 5 categories for evaluating ECEC services' accessibility. Reflection has been conducted within an espoused interpretive approach starting from data collected through focus groups with practitioners and local administrators (Krueger, 2002). Transcripts were analysed in aggregate form in order to guarantee anonymity of participants. Participants were involved in the discussion on preliminary findings giving their contribution to the interpretative process. Preliminary data analysis shows that early attendance of nido favours, especially for newly arrived migrant single mothers, inclusive pathways in local communities and improves quality of mother-child relationship. According to Italian legislation, children's attendance of ECEC become possible only after complying with registration and residency bureaucratic procedures. Alternative pathways were successfully developed by informally connecting educational, law, social

and health systems. Findings have implications for jointly re-thinking and re-shaping inclusion practices across education, health and social services. Inclusion is not a short-term phenomenon, therefore it needs to be thought about and supported over an extended time period that bring newly arrived families to inclusion, within an open and flexible regulatory framework intentionally oriented toward community engagement.

Keywords: migrant and refugees' children, quality framework for ECEC, inclusion, professional collaboration, accessibility

### **Centring and decentring the child in integrated services. Balancing children's and parents' rights**

CATERINA SATTA, University of Bologna, Italy

This theoretical reflection interrogates the positioning of the child in integrated services and examines the potential of a different discourse about childhood to produce a new approach to children (and their parents) within social services. The proposal discusses services-integration within the paradigm of the sociology of childhood (Corsaro 1997) and is influenced by the works of Moss, Petrie (2002) and their reconceptualisation of public provisions for children. Their reconceptualisation stresses the link between public provision and our images of the child. Children's welfare has been historically woven into women's social condition and welfare, to an extent, children's welfare has been subsumed under the concept 'women-and-children' and children's specific experiences were often overlooked. Drawing on previous research within the paradigm of the sociology of childhood, I adopt an interpretive and comparative methodology on the data from Segata's research. Throughout the years of research in the field of childhood studies I respected the child protection issues in line with the ethical codes set out by the Italian Sociological Association and took extra care to explain and conduct research in age-appropriate ways. The connection of different sectors of welfare policies is a fertile experience both from an education and a policy-oriented point of view. However children's and parents' needs are not always equivalent as far as multiple lines of difference intersect their experience. This different approach would have implication for the organisation of the service, the creation of a new type of profession able to work across a wide range of services.

Keywords: representation of childhood, children's rights, child-adult relation, diversity and inclusion, professional reflexivity

## **SYMPOSIUM SET A / 13**

### **PEDAGOGICAL PRACTICES IN AUSTRALIA, CHINA, FINLAND AND SWEDEN**

#### **Individual Papers**

CHAIR: XINXIN WANG, The Education University of Hong Kong, Hong Kong

#### **Child's day in kindergarten: How ECEC is constructed in daily practices**

RAIJA RAITTILA, University of Jyväskylä, Finland

The aim is to discuss the construction of ECEC pedagogical spaces in intersection of predetermined pedagogical schedule and children's choices of activities. The project has relationship to the research of relational pedagogical space (Vuorisalo, Rutanen & Raittila, 2013) and pedagogical quality of ECEC (Sheridan, 2007). Theoretical frame draw from relationally constructed pedagogical space. (Massey 2005, Soja 1996). This refers to socially constructed pedagogical space that intertwines daily schedule including educators pedagogical work and occasions for children's initiatives in physical frame. The ethnographic data (pen-paper notes, children's interviews and video clips) for this paper is from research project in three Finnish daycare centres. Construction of pedagogical space is analysed qualitatively. The project has the statement of the ethics committee of University of Jyväskylä. An informed consent has been obtained from children's parents, children and the daycare centres. The participants will be kept anonymous. The construction of the relational pedagogical space is a complex issue depending on the integration of many aspects: teacher's competence to combine continuous and momentary aims, familiarity with children's personal needs, organising the shared work between teachers and organising the physical spaces. The results show that attention should be payed to the possibility of teachers' work teams, 1) to brighten the grounds of their pedagogical work, 2) to improve the knowledge of the individual child and child group.

Keywords: relational space/place, pedagogical schedule, children's initiative, daily practices, ethnography

#### **East meets West: A multiple case study of four Western-style play-based early learning centres in China**

XINXIN WANG, The Education University of Hong Kong, Hong Kong

This study aimed to explore how Chinese teachers in private for-profit early learning centres understood play and play-based curricula, how they implemented these curricula in their actual teaching, and why the discrepancies occurred between their understanding and practice. Only a handful studies have examined how internal cultural and external global forces may interact to change or sustain local educational practice in the field of ECE (Fleer, 2009, Li, Wang, & Wong, 2011). This study was grounded in the theory of globalisation (Latta & Field, 2005), post-colonialism (Appadurai, 1996, Hall, 1997), and cultural dimension theory (Hofstede, 2001b). The study was conducted as a multiple-case study design. Multiple data were collected, including semi-structured interviews, non-participant observations, and the reflective journal. Children might feel uncomfortable when the researcher is sitting in the classroom at the beginning of the observations. Teachers may feel

pressure as they consider the researcher as a professional. All four cases categorised play into play in class and play out of class. Discrepancies between the participants' understanding and practice in play and play-based curricula existed, which were attributable to political, economic, cultural, and socio-historical factors. Instead of a direct replication, an indigenised curriculum, in which play-based teaching was carried out in a way that meets Chinese traditional cultural expectations for children to show self-constraints, appeared to have been formed. The findings were relevant for teachers, teacher trainers, policy makers as well as researchers to encourage them to explore this specific context that differs from formal preschool/kindergarten.

Keywords: multiple-case study, early childhood educators, play, play-based curriculum, culture difference

#### **Early childhood educators in Sweden and Australia making sense of their pedagogical practices**

LISE-LOTTE BJERVÅS (1) AND LIBBY LEE-HAMMOND (2), (1) Linneaus University, Sweden; (2) Murdoch University, Australia

The aim is to add to the knowledge of the ways educators in early childhood settings in Western Australia and in Sweden understand the role of pedagogical documentation in working towards improving quality. The research question is: 'How do early childhood educators in Sweden and Australia make sense of their practice in terms of quality and pedagogical documentation?' This research builds on the previous work of (Katz and Chard, 1996), Dahlberg, Moss and Pence (1999/2014) and Bjervås (2011). The theoretical framework is taken from Habermas, specifically his ideas about system and life-world (1984, 1987). Six educators in both Sweden and Australia responded to semi-structured interview questions. The participants were selected on the basis that they were using some form of pedagogical documentation in their professional practice as early years educators. All participants provided informed consent. Teachers shared their practice with the knowledge that they would not be identifiable. Data analysis enabled pooling of data to protect individual teacher identities whilst still being able to compare teachers as a group from the two countries. Australian educators tend to view the child as an individual, while the Swedish educators talked more about co-operative learning. Educators from both countries saw documentation as important for reflecting on their pedagogy to understand how their actions influence what happens in practice. Co-operation between educators is highly valued for sharing reflections and improving quality. When working with pedagogical documentation towards improving quality, educators need support from the school and supporting organisations to develop a reflective culture.

Keywords: pedagogical documentation, systematic quality work, teacher professional dialogue, Australian ECEC settings, Swedish preschools

#### **SYMPOSIUM SET A / 14**

##### **PREPARING PROFESSIONALS TO LISTEN TO AND RESPOND TO CHILDREN'S VOICES IN A UNIVERSITY COURSE**

Self-organised Symposium

CHAIR: JAMES REID, University of Huddersfield, United Kingdom

This symposium explicates an approach taken with final year childhood studies students in a module adopting an explicit and critical UNCRC informed approach and a small piece of empirical research with children or young people. Reid considers the Theorising at the foundation of the module. He argues that children's experiences need to be seen within a political frame highlighting how social justice and a political ethic of care underpin teaching and assessment. Marsden develops the discussion to explain how UNCRC rights bearing is understood in the context of listening and responding to children. Agency is a feature of the relational dynamic in teaching and in developing students as researchers. Hunter draws on the methodological challenges faced by the students in eliciting the views of children through the Mosaic Approach. This is an aspect of the reflexive encounter undertaken by the students in considering their transition in professional practitioner roles.

#### **Theorising a university module exploring the concept of 'voice' arising in the UNCRC and the social study of childhood**

JAMES REID, University of Huddersfield, United Kingdom

This paper takes as its starting point the UNCRC (1998), particularly the general principle enshrined in Article 12 - the right to be heard. The need for children to be heard in a context of civic, political, economic, social and cultural rights gives rise to analyses of children's experiences in relation with class, gender, race, (dis)ability, age, and the concept of rights itself (for example, Taefi 2009). This has led others to argue that 'intersectionality' is key to understanding diverse lives and the relation between children and the powerful structures that shape their lives (for example, Davis 2008). Consequently, 'intersectionality' has been a significant concept in Theorising children and childhoods. Others have argued against the proliferation of diversity (Qvortrup 2015, Alanen 2016) positing instead that childhood is the appropriate social category for exploring children's lives. This brings into view understanding of ethical practice (BERA 2013), models of participation (Hart 1992, Shier 2001), and mechanisms that give children a voice. Such debates in the social study of childhood have implications for how children, childhood and children's rights are taught and assessed in universities. Indeed, there is also a need to navigate any notion that university students and future practitioners, in a neoliberal higher education context, are passive



recipients of knowledge. The paper thus seeks to trace the 'politics' of how the child's voice is brought into the analytical frame in a third year university module, drawing on a particular approach to social justice and political ethic of care (Toronto 1993).

Keywords: ethic of care, politics of voice, social justice, UNCRC, university teaching

#### **Creating space in learning to hear and respond to the voices of children**

FRANCES MARSDEN, University of Huddersfield, United Kingdom

Our aim is for students to enhance their understanding of children's relational everyday experiences. This paper seeks to trace how, when the child's voice is brought into the analytical frame of a university module, the rights bearing is understood in the context of listening and responding to the child. The needs and experiences of children are discussed by students who recognise the child as agentic, being moral and working with children as equals (Glassard 2012). The module design develops from the UNCRC Article 12 (1989) critiquing methods employed in listening to children's voices. Our curriculum design is informed by research based learning opportunities to scaffold skills (Wood, Bruner and Ross 1976). Critical analysis and evaluation of literature develop innovative praxis for the students' future employability. Given broad parameters our students autonomously select an issue to research. We assess learning by empirical research, writing and presenting a conference paper at a student conference, this students find difficult. We explore with the students an understanding of ethical practice (BERA 2013), models of participation (Hart 1992, Shier 2001), and mechanisms to give children a voice and be heard. Students are challenged but the pass rate and achievement are high leading to a sense of achievement and excellent evaluation of the module. Inspirational keynote speakers challenge students further to improve policy and practice for the future, affirming childhood education services as shared spaces for re-affirming children's rights and participation.

Keywords: voice, listening, employability, participation, ethics

#### **Utilising the Mosaic Approach to explore ways of listening to children and student reflexivity**

JUDITH HUNTER, University of Huddersfield, United Kingdom

This paper draws on experiences of 'novice student researchers' in a final year BA Childhood Studies degree module which adopts an explicit UNCRC informed approach to engaging children and young people as researchers. As novice researchers, eliciting the views of children appeared methodologically challenging. They chose to use aspects of the Mosaic Approach (Clark & Moss, 2005) to explore ways of listening to children's views on a range of topics, drawing activities, map making, emotion maps, and observations. This led them to concur with Thompson (2008) and Rudduck and Flutter (2004) appreciating that young children are capable of insightful and intuitive analysis of their experiences and are able to understand the research process if presented to them in an age appropriate manner. We aim to encourage students to explore the spectrum of participation from the agentic perspective of the child with the right to express their views freely and to have their views be given due weight in accordance with age and maturity (Lundy, 2007). Hart (1997) offers an 'assigned but informed' approach enabling students to create age appropriate ethics form providing a clear understanding of what was involved and the right to withdraw. Children were encouraged to choose their own pseudonyms, many opting for their favourite superhero (BERA, 2015). Through critical reflection the students understand and appreciate their own 'adult' position within the research process. Overall the approaches implemented encouraged the students to adopt supportive strategies that assisted the children's voices to be heard and listened to, in meaningful ways.

Keywords: students, novice, researchers, UNCRC, Mosaic approach

### **SYMPOSIUM SET A / 15**

#### **PRESCHOOL TEACHERS'S VIEWS, BELIEFS AND EXPECTATIONS**

Individual Papers

CHAIR: RITA MELIA, National University Ireland Galway, Ireland

#### **Preschool educators' beliefs and pedagogical approach: Implications for professional development**

RITA MELIA, National University Ireland Galway, Ireland

Research Question: What is the impact of preschool educator's beliefs about teaching and learning and their pedagogical practice? Aim: To explore preschool educators beliefs about how young children learn. To identify preschool educators beliefs about their role as educators. To consider how preschool educators espoused beliefs are reflected in their pedagogical approach. Kagan (1992, p.85) suggests that educators beliefs are at the very heart of teaching. Educators hold many different beliefs simultaneously, these include beliefs about curriculum, and how to teach (pedagogical), beliefs about knowledge (epistemological), beliefs about students, their competencies and how they learn, beliefs about themselves, their self-worth and role as an educator. Research identifies that educators beliefs, influence their judgements and pedagogical practice, (Chant, 2002, 2009, Chant, Heafner & Bennett, 2004, Clandinin, 1986, He & Levin, 2008, Levin, He & Allen, 2013). Skott (2015) suggests that the term belief is used to designate individual, subjectivity true, value-laden mental constructs which are a result of social experiences and impact significantly on teaching practice. This mixed methods ethnographic study, was conducted in four Irish preschools. Data collection includes questionnaires, interviews, onsite observation, finding were

triangulated and analysed using NVIVO, SBSS, Reflect Respect Relate observation tool. Ethical considerations, informed consent, assent, free to withdraw from the study, anonymity, participant safety and wellbeing. Findings indicate a mismatch between educators espoused beliefs and observe pedagogical practice. One implication of the study is that non-contact time for reflective practice is essential for better discrimination between appropriate and inappropriate practice.

Keywords: beliefs, curriculum, pedagogy, learning, image of the child

#### **The different student teacher groups' images of the becoming preschool teacher work**

ANNELI NIIKKO, The University of Eastern Finland, Finland

The study examines the different preschool student teacher groups' images of children, oneself as the teacher, and the preschool as activity environment at the beginning of the teacher education. The study connects to the researches in which are inquired students teachers' drawings and metaphors. For example, teachers' metaphors and drawings are explored by Weber and Mitchell (1995, 1996). The theoretical consideration includes the comparison theories of metaphor and reflection of popular culture in pictures. Research paradigm is qualitative when the researcher is interested in students' ideas. The goal is to understand students' experiences and interpretations of teacher work through written language and visual artefacts. Methodology includes the description of the research object when metaphors and visual phenomenon examined, and the researcher is seen to be a part of this research. The study took place at a Finnish university in the autumn 1992, 2008, 2013 when the first year students (1992/36, 2008/32, 2013/32) participated in the study. Method contains data collection (opened questionnaire, drawings) and data analysis consists of a content and visual interpretative analysis. The purpose of the study and free consent communicated to students in the questionnaire. The students' answers are anonymous and kept on the researcher's personal computer (Savin-Baden & Major, 2013). The preliminary results reveal similarities and differences between the student groups. The biggest differences emerge in the drawings. The findings are discussed more in the conference. Metaphors and drawings are important tools in making explicit students' views and in supporting their professional development during the education.

Keywords: student teacher, metaphor, drawings, qualitative research, content and visual analysis

#### **The Estonian preschool teachers' views and expectations regarding teachers and teacher education**

MARIKA VEISSON, MAIRE TUUL AND RAIN MIKSER, Tallinn University, Estonia

Aim of the study was to explain the respondents' views and expectations regarding the qualities of a professional teacher and high-quality teacher education. Formal qualification requirements for preschool teachers have increased around the world. University-based initial teacher education, research-based professional practice and high-quality in-service training are regarded as essential ingredients of high-level teacher qualification. Altogether this tendency is considered as part of the wider political, professional and public movement to enhance preschool teachers' professionalism. However, the preschool teachers' own views and expectations often decouple with, or contradict, these qualification enhancement efforts. According to reports commissioned by the European Commission (2015), OECD (2012) and IEA (2016) the professionalism of preschool teachers is a key factor in ensuring the quality of ECE. The study is based on the contextual approach in the bio-ecological theory and critical ecology theory of early childhood professionalism. This presentation introduces the results of a written questionnaire survey conducted among the Estonian preschool teachers. We asked the respondents' views and expectations regarding the qualities of a professional teacher and high-quality teacher education. Ethical Considerations of the Estonian Academy of Science will be followed. It emerged that whereas teachers' views and expectations differentiated across the clusters in most aspects, teachers from all clusters regarded university-based teacher education, scientific knowledge and engagement in research activity as the least valuable for both preschool teachers and teacher educators. The possible social-political and personal reasons and consequences of this phenomenon are discussed against the background of internationally widespread education policy discourses.

Keywords: teacher, professionalism, preschool, quality, education

### **SYMPOSIUM SET A / 16**

#### **PREESCHOL TEACHERS: REFLECTIONS, NARRATIVES AND DIALOGUE**

Individual Papers

CHAIR: SONJA RUTAR, University of Primorska, Slovenia

#### **Professionals' biographical self-reflexivity as a mandatory part of individual professionalisation - Reasonable or pretentious?**

ANTJE ROTHE, Leibniz University of Hanover, Germany

The dissertation project (2011-2017) aimed at analysing the relationship of preschool teachers' professional identity and their biographical experiences. While biographical experiences gain recognition in the discourse of professionalism and professionalisation in the early years, only few studies exist (e. g. Cloos 2008, Nürnberg & Schmidt 2015). The theoretical

framework is informed by an interactional perspective on professionalism (Schütze 1996). The concept of professional identity draws on the work of Mead (1973/2013) and Schütze (2000). Seven autobiographical interviews (Schütze 1983) with female professionals were conducted. Participants were informed about the study's aims. Furthermore, the study focused on professionals' perspectives. Therefore, according to the concept of 'pragmatic refraction' (Schütze 2014), the narrations' explicit and implicit contents were related. The findings showed that biographical experiences are constitutive for the professionals' identity. Moreover, the analysis indicated that professionals consider biographical reflexivity important. However, the relation between biographical experiences and professional identity was partly inaccessible for them as there appeared to be 'biographical blind spots'. Although biographical experiences and the professionals' identity are strongly related and professionals refer to biographical reflexivity as a vital part of their individual professionalisation, one has to be careful to claim biographical reflexivity as a mandatory part of professionalisation: One notion of reflexivity refers to a concept of a highly self-transparent and accountable subject (Reh 2004). However, the findings suggest that biographical reflexivity has pragmatic and ethical limitations. Hence, it should be considered carefully what should be the purpose of it and who should be responsible to decide about it.

Keywords: preschool teachers' biography, professional identity, professionalism, professionalisation, qualitative research

#### **Video stimulated reflective dialogues: Making meaning through entangled perspectives**

REBECCA DIGBY (1) AND CLAIRE FLETCHER (2), (1) Bath Spa University, United Kingdom; (2) Redcliffe Nursery School and National Teaching School, United Kingdom

The study aims to challenge the increasing focus on competency-based approaches to practitioner professional development and explore the place of creativity in science enquiry in early years education. Schools as learning communities with opportunities for increased social capital through co-construction of better professional practice are well established (see, for example Spelman and Rohlwing 2013). However, evidence of successful professional development within learning communities in early years settings is rare (Thorton and Cherrington 2014). Wegerif's (2014) assertion of Dialogic Space and Barad's (2003) conceptualisation of performativity which challenges the focus on representations over matter itself inform the framework for this study. Within a New Materialist paradigm, the study draws on diffractive methodology (Barad 2007) and Video Stimulated Reflective Dialogues (VSRD) (Moyle et al, 2003) offering an alternative to competency models for professional development. A participative approach underpins data collection and analysis, and exploratory case study is utilised (Yin, 2009). 25 early years practitioners and a sample of 50 children aged from two to five years form three studies. Ethical protocol was framed using BERA Guidelines for Educational Research (2011). Particular attention was given to assent through attunement, to respect children's right to withdraw. This paper will show how intra-actions between practitioners, video and researcher promoted collective critical reflection and facilitated sustained changes to practice. It will also demonstrate how VSRD led to shared understandings of pedagogy which supports early science enquiry. Professional development is not a reductive activity. Rather, practitioners engage in complex, multifarious processes to make-meaning and enact change.

Keywords: professional development, learning communities, critical reflection, social capital, science

#### **What and how preschool teachers reflect: Story about relation between scaffolding and co-constructing**

SONJA RUTAR, University of Primorska, Slovenia

The aim of research, conducted in Slovenian preschools, in which participated 50 preschool teachers, was to gain insights in understanding and implementation of reflection in preschools. Reflection in education is an important way of quality improvement (Key principles of a Quality Framework, 2014) and also an opportunity to learn about ourselves as teachers (Rinaldi, 2012). Besides the fact that educational process was teacher centred in the past, also reflection was at first oriented and in a relation with teachers individual professional development. In the process of reflection teachers and children could learn from each other, co-construct knowledge and make meaning. Nowadays the reflection has to be oriented toward improvement of teachers and children's learning community, if we really want to implement child participation in education. We use a qualitative research paradigm and methodology, and a questionnaire to collect data. After collecting, data were classifying, open coding, categorising and interpreting. Teachers were asked to participate in research and participants remain anonymous. The research data indicates that preschool teachers mainly reflect educational process alone or with their colleagues to scaffold children's learning and improve children's wellbeing. Teachers rarely take the opportunity to discuss and reflect educational process with children, it means that teachers still understand their role as separated from children's learning. We assume that child's voice in reflection is still not understood as an integral part of educational process and learning community.

Keywords: reflection in education, learning community, quality improvement, professional development, child participation

## SYMPOSIUM SET A / 17

### NARRATIVES AND KNOWLEDGEABLE OTHERS IN TEACHER DEVELOPMENT

#### Individual Papers

CHAIR: ELEONORA TESZENYI, University of Northampton, United Kingdom

#### **Enhancing learning for early years Foundation Degree students: Reflecting on the notion of knowledgeable others**

ELEONORA TESZENYI AND CRISTINA DEVECCHI, University of Northampton, United Kingdom

The aim of the research was to find out how work-based students could be supported to understand and put into practice child development theories. The introduction of Foundation Degrees for work-based learners was driven by widening participation for social inclusion and for economic competitiveness (DfES, 2004). This was achieved by a symbiotic relationship to accommodate learning in both a programme of study and in the workplace (Boud & Solomon, 2001). Bronfenbrenner's (1979) ecological model is applied with the students in the central micro-system, in their workplace (meso), then at university which is governed by professional standards for HE (macro). Vygotsky's (1971) theories of the 'zone of proximal development' and the 'more knowledgeable other', Lave and Wenger's (1991) theory of communities of practice aligned to social-cognitive constructivism supported the study. In this small-scale 'insider research' a broadly quantitative approach was adopted for data collection using a questionnaire with opportunities for qualitative comments. Ethical guidelines of BERA (2013) and those of the University of Northampton were adhered to. Findings suggest there is a dissonance between how students learn in their practice and how they learn at university. They are asked to work effectively in at least three overlapping communities: their workplace, their peers' workplace and that of their course. While being learners in all three, they position themselves as experts in their workplace and in relation to their peers, but as lacking knowledge in relation to their lecturers. Pedagogical approaches with FD students should be problem-based experiential learning that encourages reflective practice.

Keywords: early years foundation degree, work-based learning, more knowledgeable other, communities of practice, theory to practice

#### **Interpretive stories, a reflective and professionalisation process for both researcher and participant**

ROXANA PASTOR, Universidad Pública de Navarra, Spain

The aim of this research is to observe and document an early childhood teacher's Good Practices to reflect on my own knowledge and practice as a university professor of early childhood professionals. This study grows out of a larger research on Good Practices taking place in eight universities in Spain to identify 100 good practices in the early childhood field (Zabalza, 2012). This research of an experience (Contreras, 2010) was conducted through a narrative inquiry (Clandinin, 2000) that allowed both researcher and participant to tell their stories. The field work took place in the teacher's classroom during a school year. The researcher participated in the daily routines alongside the teacher and documented her work with children and families through participant observations and weekly unstructured interviews with her. From these field notes, interpretive stories have been written that have been shared with the teacher and have allowed both researcher and participant to question their experiences (McComarck, 2004). The participant's active role in this research insures an ethical approach in this investigation. In order to insure anonymity of all participants, names have been changed. My reflections on the participant's Good Practices have helped me question my conception of quality education and construct new knowledge that can guide my research and classroom work. The participant's comments show how the documentation of her practices and her conversations with the researcher have influenced her daily work. Identifying and jointly reflecting on Good Practices can influence both a researcher and a practitioner's knowledge construction.

Keywords: narrative inquiry, professionalisation, teacher's role, reflection, interpretive stories

#### **Stories early childhood educators live by**

HANNE HEEDE JØRGENSEN, JAN JAAP ROTHUIZEN, LINE TOGSVERD AND STEPHAN WEISE, VIA UC, Denmark

The research aims to explore, discuss and qualify stories professionals tell and live by, as such stories are understood as narrative ways of knowing, and interpreting professional roles in ECE settings. Research draws on previous research concerning pedagogical tact (Manen 2015), professional bodies of knowledge at play and interpretations of practice. (Manen, 2015, Conelly & Clandinin, 1997) We've focused on knowledge at play conceptualised as pedagogical tact AND "knowing what to do when you don't know what to do" (Herbart, 1986, Manen, 2015). Such knowledge points to what is evident as performed in everyday life, implying relations of identity, knowledge and context. We conceptualise stories educators live by (Clandinin, 2016, p. 146) as value based understandings of what pedagogy is for (Biesta, 2015). The approach is hermeneutic and socio-narrative (Clandinin, 2016, Frank, 2012, Garro & Mattingly, 2000). Empirical data consist of 200 stories of pedagogy told by and explored in collaboration with educators. Participating practitioners, institutions and stories are anonymised. We present our main findings in stories ECE educators live by: stories with roots in Danish kindergarten history; stories of "subjectification" and "civilisation" These stories form a pedagogical narrative about how human freedom can be achieved through pedagogy. We discuss how the tensions that often characterise these stories call for tactful actions. Educator's stories

challenge policies of learnification as they point to ECE as an arena for developing democratic experiences and skills in children as citizens in a free society. We point to narrative methods as a possible way to cultivate pedagogical tact.

Keywords: pedagogical tact, practical knowledge, pedagogy, narrative approaches, stories we live by

## **SYMPOSIUM SET A / 18**

### **REFUGEE CHILDREN AND SOCIAL JUSTICE IN ECE: EMPIRICAL AND THEORETICAL RESPONSE TO DOMINANT PRACTICES AND DISCOURSES**

Self-organised Symposium

CHAIR: EKATERINA STREKALOVA-HUGHES, University of Missouri, United States

This symposium offers international theoretical and empirical insights into the ECE experiences on refugee children and their families. The first paper explores the curricular potential of refugee family storytelling (Nepali, Somali, and South Sudanese families in the US) and poses a critical need for teachers' collaboration with refugee parents and communities to sustain native languages and cultures of children they teach. The second paper dives into the effectiveness of a summer preschool intervention programme for Syrian refugees in Turkey and shares a linguistically and culturally responsive curriculum for equitable access in the resettlement county. The third paper offers a new theoretical framework, RefugeeCrit, to explain increasing political and social marginalisation of refugee children and reframe research into educational policies and lived experiences of refugee families. In combination, these papers present empirical and theoretical solutions for advancing research, policies, and educational experiences of refugee children to promote social justice.

#### **Agency and voices of parents: Refugee families' storytelling with young children**

EKATERINA STREKALOVA-HUGHES (1) AND X. CHRISTINE WANG (2), (1) University of Missouri, United States; (2) State University of New York at Buffalo, United States

To counter the dominant narrative and emphasise agency and voices of refugee parents, we investigated their storytelling at home with their children: (1) what kinds of stories are shared?; and (2) what are parents' considerations with their stories? Storytelling is functionally different in different cultures (Eder, 2007, Ochs & Capps, 2001). Despite diverse refugee experiences and traditions, the dominant narrative accentuates suffering and displacement, presents the image of helplessness and loss, and reinforces their marginal and powerless position (Kisiara, 2015). We adapted the "new literacies" framework that advocates "detailed, in-depth accounts of actual practice in different cultural settings." (Street, 2001, p. 430). The storytelling sessions (18) and interview sessions (27) of 9 refugee families in the US with children ages 5-8 were video-recorded, translated/transcribed, and analysed using emergent coding and constant comparison. Assisted by interpreters, we gained trust with the refugee families through multiple visits. Our findings revealed: (1) A broad range of stories was shared in refugee families. Moral lessons, knowledge, and humour were the main themes of these stories, while traumatic refugee experiences were largely missing. (2) Refugee parents made explicit effort to create a counter-narrative of their cultures and experiences by focusing on positive, funny and witty stories. One parent specifically told us, "I don't want sad stories." The findings highlight a wealth of cultural resources available in refugee families. We suggest teachers to: (1) integrate refugee family stories into classroom learning, and (2) collaborate with refugee parents and communities to sustain native language and culture.

Keywords: storytelling, refugee families, young children, agency, counter narrative

#### **Toward a refugee critical race theory in ECE (RefugeeCrit)**

EKATERINA STREKALOVA-HUGHES AND KINDEL NASH, University of Missouri - Kansas City, United States

Present in children's literature and teachers' discourse, "the image of the suffering, helpless, and needy refugee" has become a "fixture in refugee representation" (Kisiara, 2015, p. 163). We propose a new framework, refugee critical race theory (RefugeeCrit), to reframe lived experiences of young refugees and their families and inform educational praxis for refugee children in their countries of resettlement. RefugeeCrit builds on critical race theory (Ladson-Billings & Tate, 1995) that serves as a powerful framework to create educational praxis for students of Colour. A specialised theoretical framework, such as RefugeeCrit, is necessary to study the kaleidoscopic nature of educational experiences of young refugees as raced, stashed, and minoritised (McCarty, 2002) beings. Evolving from research using critical race theory (Delgado & Stefancic, 2001) RefugeeCrit offers a defined lens to research educational policies and experiences of refugee children in early childhood. We qualitatively review interdisciplinary research and theory (e.g., ECE, political science, and law) to develop the central tenants of RefugeeCrit treating existing work fairly and accurately. RefugeeCrit explains marginalisation of refugee children from an interdisciplinary angle and offers counter-narratives to dominant stories of trauma, violence, damage, and neediness, which create barriers to equitable opportunities for refugee children. We see narratives and stories as critical methodological tools to study refugee children and their families that are legally and economically chained to their refugee status. RefugeeCrit

untangles stories of refugee children and their families that, left unstudied, could function as self-fulfilling mechanisms of oppression in the education system and society.

Keywords: refugee critical race theory, RefugeeCrit, critical race theory, refugee children, ECE

**Summer preschool intervention programme for Syrian refugee children: Language proficiency and socio-emotional gains**  
ERSOY ERDEMİR, Bogazici University, Turkey

This research investigated the effects of an accelerated quality preschool education programme, implemented by Mother-Child Education Foundation (AÇEV) in Istanbul, on 5-to-6 year-old Syrian refugee children's Turkish language learning and socio-emotional skills. Humanitarian emergencies such as war and displacement, might have perpetuating effects on psychosocial and academic development of refugee children (Mollica et al., 2004). Early intervention programmes designed for refugees decrease vulnerability and foster resiliency, thereby strengthening psycho-social wellbeing and supporting school readiness (Dybdahl, 2001). This research is informed by studies of ECE as intervention programmes to support school readiness of at-risk children (e.g., Bekman, 1998, Myers, 1992, Ramey 1994, Reynolds & Ou, 2003). We collected 332 observation forms on different domains of Turkish language development and socio-emotional skills of 128 Syrian children. 18 programme teachers and 32 parents were interviewed. Data were analysed using emergent coding and constant comparison. Programme curriculum was designed as linguistically and culturally responsive. One Syrian and one Turkish teacher co-taught per classroom. These provided children safe, sensitive and supportive classroom environment. Children's receptive language skills in Turkish preceded expressive proficiency. Their vocabulary repertoire expanded. They developed socio-emotional skills such as helping, sharing, collaborative play, conflict resolution through negotiation, and recognising and expressing emotions. Many of these gains were carried to home setting which inadvertently transformed home practices and parental attitudes. Policy-makers should develop preschool intervention programmes tailored to the language and psycho-social needs of refugees to help them make a smooth and ready transition to formal schooling in the country of migration.

Keywords: refugee, intervention, school readiness, language, socio-emotional

## **SYMPOSIUM SET A / 19**

THE DEVELOPMENT OF A RESEARCH KINDERGARTEN AT MERSEBURG UNIVERSITY OF APPLIED SCIENCES, FROM 2006 TO DATE

Self-organised Symposium

CHAIR: SANDRA FRISCH, Merseburg University of Applied Sciences, Germany

This symposium gives you a short introduction to the development of CampusKids - the research kindergarten at Merseburg University of Applied Sciences - and has the intention of initiating a wide and international discussion of this idea. This example shows the many different benefits that professionalisation in a kindergarten at a university can create. The first paper deals with the history of CampusKids and what had to be done to turn a former day-care facility in times of need into a professional kindergarten. The second paper explains in detail what a research kindergarten means to us. It outlines who is involved and who the players are in this institution. The third paper is an initial example of a theory-practice-transfer. It shows how the theoretical topic of sex education at Merseburg University of Applied Sciences has created benefits for the day-to-day professional work at CampusKids.

### **The development of a research kindergarten**

ANIKA NAB, Merseburg University of Applied Science, Germany

What does it take to turn a day-care facility in times of need into a research kindergarten and what does the process of professionalisation mean for a multi-professional team comprising pedagogues and students? Pedagogical work is a work that needs to be professionalised (Oevermann 1996). Thus we ask what kinds of challenges have to be faced during this complex process of change - both theoretical and practical? CampusKids was founded as a student project. Students provided childcare for the children of students. This allowed students with children to attend lectures and seminars even in the evenings or at the weekend, when most of the other local kindergartens are closed. About 30 children attend CampusKids in one way or another - some come to us several days a week while others only come for a few days per semester. But what are the challenges of this setting and how can we accompany the development of the children? The growing professionalisation of pedagogical work came increasingly into focus. To further develop the project now a multi-professional team of pedagogues and students takes care of children of all ages. To ensure children's rights of protection, participation and development, in our multi-professional team professionalisation and development of a corporate understanding of individual, value-orientated and participatory pedagogical work happened. What was our way of professionalisation and what are your experiences? We focus on the process of professionalisation in a kindergarten which includes the campus as an important environment in our day-to-day pedagogical work.

Keywords: professional work, students' project, multi-professional team, campus as environment, close to learning facility

### **What does a research kindergarten mean to us?**

SANDRA FRISCH, Merseburg University of Applied Sciences, Germany

Our aim is to establish a research kindergarten. In contrast to many other concepts of kindergarten we want to perceive the kindergarten as a place of learning, a learning organisation (Senge 2011). Every day children learn new things and try to understand the world a little better. They do research with the same interest as we do and with similar tools. The children participate in the campus life, get in touch with people in their daily lives and watch them going about their daily work. They gradually become part of the campus as a place where their parents study and work. Our task is to carefully observe the children in order to identify their real interests and support them in doing their research. This process encourages us to reflect upon our behaviour. Students and academic staff can do research to improve the practical work. The practical experience gained is combined with the topic of early childhood as a teaching subject. The research kindergarten was the result of a democratic discussion with all participants: children, parents, pedagogues, students and academic staff. Proposed research projects are evaluated by a scientific committee. Selected research is done sensitively, participation is always for all by choice. All findings are anonymised. The aim is to work out what theory means in practice and what practical experiences mean for theory - a never-ending process. CampusKids should be a centre of sensitive theory-practice-transfer and a place of interest and debate for other kindergartens, too.

Keywords: research kindergarten, learning organisation, theory-practice-transfer, professionalisation, reflection

### **Emancipatory sex education in early childhood - An initial theory-practice-transfer project**

ANIKA NAB, SANDRA FRISCH AND ANIKA BECKER, Merseburg University of Applied Sciences, Germany

What does theory and practice of emancipatory sex education mean in early childhood and what is important for day-to-day professional work? The aim of emancipatory sex education is to promote the development of the whole personality. To achieve this aim the children need time and space for exploration and action, to discuss values and to improve their social competences. That helps them to feel physically and psychologically well and to stay healthy (Kühn 2016). But what is necessary in order to deal professionally with this important theme of education? What does children's sexuality mean in contrast to adults' sexuality? What are the sexual experiences of children in the early years? Although there is an obvious correlation between emancipatory sex education and the topics body, wellbeing and movement, what is the connection between sex education and communication, interculturality and social experiences and what should the pedagogue consider? We reflected our practice, including the research on this topic and created a concept, which was the base for a qualitative research oriented discussion with experts to gain further findings. Children have the right to make individual emancipatory sexual learning experiences and need pedagogues that accompany these situations carefully and professionally. We discussed our aim and later our findings with pedagogues, children, parents and experts to create a corporate way of understanding and acting. Together we created a concept for emancipatory sex education in our kindergarten. This symposium will give an introduction to this important theme and should lead to a lively discussion.

Keywords: emancipatory sex education, research and practice, professional reflection, holistic development, healthy identity

## **SYMPOSIUM SET A / 20**

### **PRAXEOLOGICAL RESEARCH: A MODE TO INVESTIGATE THE CONNECTIVITY BETWEEN PROFESSIONAL DEVELOPMENT AND CHILDREN'S PARTICIPATION**

Self-organised Symposium

CHAIR: JOÃO FORMOSINHO, Polytechnic Institute of Porto and Childhood Association, Portugal

Praxeological research (Formosinho & Oliveira-Formosinho, 2012, Pascal & Bertram, 2012) is a very useful tool to investigate the connectivity between professional development and children's participation. Praxeological research is focused at the heart of praxis, that is, around knowledge built on situated action and infused with theories and beliefs and values as a way to understand change and growth processes. This symposium is organised in three papers. The first one (Joao Formosinho) presents praxeological research as a social science of the social, the second one (Pascal & Bertram) evaluates a praxeological project which aimed to explore how creative partnerships between artists, early years practitioners and children might work to establish new creative pedagogical relationships and enhance arts and cultural education of young children. The last paper (Julia Oliveira-Formosinho and Monica Pinnazza) presents a shared approach between a Portuguese and a Brazilian project to participatory professional development aiming at making real children's participation in pedagogic development.

### **The contribution of praxeological research to enhance children's voices in the transition from pre to primary school**

JOÃO FORMOSINHO, Polytechnic Institute of Porto and Childhood Association, Portugal

This paper intends to show the contribution of praxeological research to transformative processes illustrating with a research listening to children's voices in the process of transition from pre to primary school. The study was carried out in the realm of Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2016), the pedagogical perspective of Childhood Association, and relates to praxis that has been developed around transitions in ECEC contexts in the last ten years. Praxeological research

in education has emerged recently as a powerful alternative for the change of pedagogical praxis, the transformation of educational contexts and the construction of empirical knowledge about complex educational realities. Praxis transformation is at the heart of this study. Educational research developed initially using the natural science model led to oversimplifications as the natural sciences paradigm is not adequate to conduct research in social sciences since the object of the research is not an inert raw material. The methodological nature of the case study presented is praxeological, i.e., it is centred on the evolving nature of praxis, densely documented and analysed, showing a polyphony of voices in the whole process. Ethical concerns included informed consent of children, parents and professionals, and confidentiality assurance, following EECERA code of ethics. Praxeological research allows first and foremost to highlight children's competence about a process of transition which concerns their lives. It permits to understand children meaning making about early childhood pedagogy and primary school pedagogies – teachers and children's roles, different educational environments, different evaluation processes, different norms for classroom regulation. Implications for research and practice are addressed, focusing the relevance of listening to children's and parents' voices as a way to better understand their concerns and better support the transitions process.

Keywords: praxeological research, children's voices, pedagogic transitions, pedagogy-in-participation,

#### **Enabling creative pedagogical partnerships between artists, early years practitioners and children: Moonbeams in action**

CHRIS PASCAL AND TONY BERTRAM, Centre for Research in Early Childhood, United Kingdom

This paper evaluates a praxeological project which aimed to explore how creative partnerships between artists, early years practitioners and children might work to establish new creative pedagogical relationships and enhance arts and cultural education of young children. The study is informed by a participatory pedagogic approach (Formosinho and Pascal, 2016) and builds on the evaluation of a previous Moonbeams Project (Bertram and Pascal, 2004). The project is informed by the Reggio educational philosophy (Malaguzzi, Castagnetti, Rubizzi, Vecchi, 1995). It adopts a praxeological research approach aiming at the transformation of practice. This study is a multi-site, action focused, praxeological project located in nurseries and schools in central England. It aimed to capture the lived experiences of artists, practitioners and children as they explored together creative pedagogical spaces. The processes were documented using journals, visual/ film media, interviews, focus groups and other documentary processes. Ethical concerns included obtaining informed consent of children, artists and professionals, ensuring confidentiality/anonymity, providing regular feedback to participants and checking for equity, social justice and benefit, following EECERA code of ethics. This project revealed the possibility of re-creating open, collaborative, equitable pedagogic spaces in which creativity can flourish in unexpected ways. This project challenges adult led and pre-planned learning experiences and encourages open, equitable and creative pedagogic partnerships between professional artists, practitioners and children.

Keywords: praxeological research, creative pedagogy, participatory pedagogy, creative partnerships,

#### **Participatory professional development: the struggle to make real children's participation in pedagogic development**

MONICA PINNAZZA (1) AND JÚLIA OLIVEIRA-FORMOSINHO (2), (1) University of São Paulo, Brazil; (2) Childhood Association and Portuguese Catholic University, Portugal

The central research aim is the identification of shared saliences of a specific participatory professional development approach (Pedagogy-in-Participation - the educational perspective of Childhood Association) as developed in Portugal (Oliveira-Formosinho 1998, 2016) and contextualised in Brazil (Pinazza, 2014) and its consequence for children's participation on their own learning journey. Traditional professional development has followed the path of separation and disjunction between subjects, contents, contexts and processes (Oliveira-Formosinho, 2009). Dewey (1936) and Malaguzzi (1998) affirm education as a field per se, a field in its own right, with an integrated approach to children and professional learning that is contextualised. The theoretical approach used is socio-constructivist and participatory at three levels: theory development (a theory of professional development), praxis (at the level of its contextualisation to the two countries) and research (through researching praxeological case studies in Portugal and Brazil). According to Morin (2005), reflexivity is a mental virtue that searches the meta point of view in knowledge. This study searches for comprehension of the shared meta point of view in praxeological case studies conducted in Portugal and Brazil at the level of participatory professional development. Ethical concerns included informed consent of professionals and children and confidentiality assurance, following EECERA code of ethics. The main findings highlight shared saliences among features of the different case studies, as well as idiosyncrasies of each national context. There are interesting and useful implications for both public policies and higher education policies about professional development.

Keywords: praxeological research, pedagogy-in-participation, professional development, children's learning



## **SYMPOSIUM SET A / 21**

### **ENHANCING THE EDUCATION AND WELLBEING OF DISADVANTAGED TODDLERS THROUGH THE DEVELOPMENT OF TRAINING MATERIALS TO SUPPORT EARLY YEARS PRACTITIONERS**

Self-organised Symposium

CHAIR: HELEN SUTHERLAND, Kingston University, United Kingdom

This is an EU funded project that aims to improve practice of early years practitioners working with disadvantaged toddlers', in order to help them get a better start to formal education, in the hope that they will maximise their potential and be active citizens in the future. Through continuous professional development of practitioners - training and job shadowing in England, Norway and Spain. To improve the quality of provision through a holistic approach using a range of innovative tools to develop strategies to support the different dimensions of wellbeing.

#### **Enhancing the education and wellbeing of disadvantaged toddlers through the development of training and materials to support early years practitioners**

HELEN SUTHERLAND (1), MONIKA RØTHLE (2) AND ÀNGELS GEIS (3), (1) Kingston University, United Kingdom; (2) Universitetet i Stavanger, Norway; (3) Universitat Ramon Llull, Spain

Aims are to: enhance the quality of ECEC developing high quality learning opportunities for early years Practitioners (EYPS) through CPD, materials and strategies to reduce disparities in learning outcomes affecting disadvantaged toddlers. UNESCO, 2008 recognises the importance of early childhood learning and EURYDICE, 2009 identified this as an especially sensitive period in a child's development and UNICEF, 2007, identified the importance of wellbeing as a global issue. The UNICEF wellbeing report cards (UNICEF, 2007, 2011) have been used to underpin the project with the following areas being used: 1. Toddlers' Wellbeing 2. Toddlers' Voice and Expressions 3. Toddlers' Language(s) 4. Toddlers' Meal Times An interpretative paradigm applied with action research and case study methodology underpinning the projects approach. The following methods are being used to gather qualitative data: focus group interviews, discussion foci and reflective sessions. Applicable ethical guidance adhered to, informed consent gained from all parties and partnership of trust and respect was created. Secure website for all partners to access with all data anonymised. The ToWe Project is still in progress. However the focus group findings have been very encouraging with EYPs demonstrating the positive impact the materials have had on their practice. The final resources, manuals, audit tools, observations and strategies will be available on the ToWe Project website. EYPs will be able to develop a better knowledge and understanding of supporting disadvantaged toddlers using the different materials, manuals and audit tools to reflect upon their provision and to improve and develop their practice using these and the identified strategies.

Keywords: toddlers, disadvantaged, wellbeing, early years practitioners, strategies

#### **Listening to toddlers' voice and expressions**

MONIKA RØTHLE AND YNGVE ROSELL, University of Stavanger, Norway

The aim is to advance the empirical knowledge of how a transnational approach to in-service training may influence early years practitioners' (EYP) support to toddlers' play. Research argues that the UN-Convention on the Rights of Children requires a change in the educator's relationship to the child (Woodhead, 2008) and to regard play as the child's preferred way of expression (Bae 2010). Nordic studies emphasise toddlers creating communities in play (Løkken 2000, Palmadottir 2015) and the dynamics of continuity and discontinuity in their encounters with peers (Rosell 2016). The UN Convention on the Rights of the Child and Merleau-Ponty's (2002) concept of the lived body subject underpin the reading materials. Action research and case study approach was applied to this project. With focus group interviews, reflective sessions and pedagogical documentation used to gather qualitative data. Applicable ethical guidance adhered to, with informed consent gained from all partners. A guiding principle was to create a partnership of trust and respect. Preliminary findings show reflective practitioners developing their pedagogical practice in independent ways. Presentation of how six preschools in England, Norway and Spain used the reading material and job shadowing to reflect upon toddlers' voice and to develop their play provision through different strategies. Outline the strengths and challenges of applying a manual, developed in a specific cultural context, in different European countries. The reading material/manual and examples of strategies will be available on the ToWe Project website in order to support EYP's collective reflection and improvement of practice.

Keywords: toddlers' play, children's rights, peer relations, practitioner's view of children, professional development

#### **Supporting toddlers' wellbeing**

YASMIN MUKADAM AND HELEN SUTHERLAND, Kingston University, United Kingdom

Aims are to: increase EYPs awareness of the complexities of wellbeing, develop effective strategies for good practice to support toddlers' wellbeing and to help improve the quality of provision for disadvantaged toddlers through development of a manual and audit tool. TODDLER Project (2010-13) provided a starting point, with Marmot (2010) recognising the impact of wellbeing on children's development. UNICEF (2007, 2011, and 2013) report cards identified wellbeing as a measure of a nations standing. UK government All Party Parliamentary Group (2014) identified four strategic areas for developing

wellbeing. UNICEF wellbeing report cards (UNICEF, 2007, 2011) underpin manual and audit tool. Seven dimensions: 1. Family, Home and Environmental Factors 2. Health of the Toddlers 3. Setting Environment - Current Practice and Provision 4. Development and Learning Links made to: 5. Toddlers' Voice and Expressions 6. Toddlers' Language(s) 7. Toddlers' Meal Times An interpretative paradigm applied with an action research and case study methodology. Qualitative methods used: focus group interviews, discussion foci and reflective sessions. Applicable ethical guidance adhered to, with informed consent gained from all partners with anonymity acknowledged. ToWe Project is still in progress. Focus group findings have been very encouraging as EYPs have identified the positive impact that the manual and audit tool has had, as they reflected upon the wellbeing of toddlers and develop their provision through different strategies. The wellbeing manual, audit tool and strategies will be available on the ToWe Project website for EYP to access to develop their knowledge and understanding of toddler wellbeing. The manual and audit tool will support EYPs reflection and improvement of practice through the identified strategies.

Keywords: toddlers' wellbeing, disadvantage, early years practitioners, strategies, reflection

## **SYMPOSIUM SET A / 22**

### **SUPPORTING CHILDREN'S LANGUAGE AND EMOTIONAL DEVELOPMENT**

#### **Individual Papers**

CHAIR: SARAH GIRLICH, LakoS - Landeskompetenzzentrum zur Sprachförderung an Kindertageseinrichtungen in Sachsen, Germany

#### **I want to talk to you**

MARIE HØJHOLT, VIA University College, Denmark

This paper focuses on which children in Danish kindergartens approach the professional adults verbally, with which intention and how they succeed. Which role does factors such as gender, age, background and the physical and psychological environment play? The project behind the study draws on research by e.g. Hagtvet (2004), Gjems (2009), and Winther-Lindqvist (2012). The theoretical foundation is the interactional theory of language acquisition as presented by e.g. Vygotsky (1983) and Tomasello (2003): The child is the prime agent in the acquisition process, scaffolded by professional adults. The research design is a qualitative study inspired by linguistic ethnography, based on video observations, field notes, interviews and group reflections. The pedagogues gave oral consent to the researcher. Parents were informed by a general consent in the kindergarten. All names are anonymised. Observations are of everyday life, allowing participants to move around as usual. The study shows that the children primarily approach pedagogues who are physically in one place. In general, verbally well-functioning children over 3.5 years (primarily boys) seem to approach these pedagogues with "stories from everyday life" or "search for knowledge", whereas younger children and girls generally approach to get short information, help or to get mirrored. An unorganised "free play"-time in kindergartens, where professionals are often physically and mentally "on the move", and where no apparent activity is going on, appears to appeal interaction-wise to the verbally strong, older children, primarily boys. Thus the professional adults must consider their physical and psychological positioning in order to secure equal opportunities.

Keywords: language acquisition, dialogue, kindergarten, language pedagogy, teacher role

#### **Professionalism in German ECEC: Training teachers to promote language development and transfer into performance**

SARAH GIRLICH (1) AND CHRISTIAN W. GLUECK (2), (1) LakoS - Landeskompetenzzentrum zur Sprachförderung an Kindertageseinrichtungen in Sachsen, Germany; (2) University of Leipzig, Germany

In the current project, we aimed to raise teacher's awareness of their own usage of language to promote children's language development. The main aim was to transfer the theoretical knowledge into professional performance. Many studies show positive effects on promoting language development with specific strategies (e.g. scaffolding, dialogic reading (Whitehurst, 1988)). However, these strategies need to be trained and find their way into the daily routines. Based on Baldwin and Ford's Transfer of Training Model (1988) Grossman and Salas (2011) modified the model to show which factors influence the success of teacher training programmes. In developing a programme for preschool teachers these factors of successful transfer were considered. They include the design of the training itself, but also work environment and trainee characteristics. A teacher training programme (N=42 Teachers, N=6 childcare) was developed and accomplished. Factors relating to training design (e.g. behavioural modelling, realistic training environments), trainee characteristics (e.g. cognitive ability, motivation), and work environment (e.g. transfer climate, support, follow-up) were considered. Ethical considerations were not necessary. The internal evaluation of the training will show that factors of transfer need to be considered before developing a programme. Wirts and Egert will present the results of the external evaluation separately. The implementation of the trained knowledge is reflected in the professional performance of the teacher in their daily routines, but need to be improved. Our findings have important implications for teacher professional programmes. Further implications on the evaluation of these programmes can be made and may be useful for future interventions.

Keywords: professionalism, ECEC, language promotion, transfer of training, language development

### **'This is what my world is like' - Communicating emotional mess through messy play**

SUE GASCOYNE, Play to Z, United Kingdom

Explore importance of affordance in shaping children's use of messy play (e.g. sand, water, paint, playdough, gloop, gellybaff, clay, shredded paper and shaving foam) to regulate and communicate emotions through the transformation of mess. Several health and wellbeing benefits of natural environments (Kaplin & Kaplin, 1989) and messy play (Hastings, 2013, Dalley, 2008, Case, 1990, Gascoyne, 2015) are documented. Children's messy play during play therapy sessions suggested they control and harness the messiness of materials, and contemporaneously, their emotional and behavioural states improve. The study explored potential links. Qualitative and quantitative data captured children's transformation and control of mess and improvements in emotional wellbeing. A questionnaire for therapists, clinical observations of resource use, energy and emotions, analysis of 15 therapy sessions using Hasting's Messiness Scale (2013), analysis of client visual records and multiple case studies were adopted. The ethical principles underlying play therapy were followed (Play Therapy UK 2016). Permissions were secured. Children consented to take part and chose to attend. In a therapeutic environment special attributes and transformative qualities of messy play were apparent. Messy play was used as a conduit for expressing and regulating emotions. The affordance, mirroring and reflective qualities of resources appeared significant. Deciding what to add to resources to change their texture, consistency and colour empowers children. Adult's attitude to mess may impact upon child's experience. School readiness, sensory approaches, value of messy play as a learning tool, complexity of messy play and importance of pedagogical influence on messy play interactions are significant to mainstream settings.

### **SYMPOSIUM SET A / 23**

#### **INTERNATIONAL QUALITY ASSESSMENT**

##### **Individual Papers**

CHAIR: GIULIA PASTORI, Milano-Bicocca University, Italy

#### **Exploring possibilities of bridging assessment in ECE**

JUNGEUN YANG AND JIN-HEE LEE, Keimyung University, South Korea

The purpose of this research was to assist early childhood teachers to apply Bridging Assessment and explore its possibility as an alternative child assessment tool in South Korea. It is built upon Chen and McNamee (2007) who developed Bridging Assessment, a performance-based assessment consisting of 15 classroom activities and rubrics, based on the multiple intelligences theory by Gardener and the activity theory by Leontév. Both action research and qualitative research methods were utilised as we hoped participating teachers to find their own ways to meaningfully make use of alternative assessments. Participants were 1 teacher from a childcare centre and 2 from a public kindergarten. Collected data consisted of 63 participatory observations, informal conversations after each evaluation activity, 12 in-depth interviews, phone conversations, e-mail correspondences, child assessment record sheets, teacher journals, and daily research logs. Qualitative data were transcribed and analysed using the QSR NVivo 10.0 programme. The participants were informed of the research purpose, process, and measures to protect their anonymity and confidentiality, as well as their right to withdraw at any time. In applying Bridging Assessment, accumulated practice knowledges of the participating teachers allowed them to move beyond perceiving assessment as burdensome ordeals, utilise curriculum-embedded assessment more meaningfully, and have deeper understandings of their children, although they still agonised over practical concerns. The results illuminated possibilities to overcome individual-oriented and result-oriented assessment practices. It suggested the critical importance to develop/implement meaningful assessments to better understand children's minds and bridge teaching and learning based on more authentic assessment.

Keywords: child assessment, alternative assessment, ECEC, performance-based assessment, curriculum-embedded assessment

#### **Correlation between the results of expert assessment and preschool teachers' self-assessment of learning environment quality with ECERS-R and the teachers' personality traits**

TATIANA LE-VAN (1), IGOR SHIIAN (1), OLGA SHIYAN (1), TIGRAN SHMIS (2) AND ANASTASIA BELOLUTSKAYA (1),  
(1) Moscow City University, Russia; (2) World Bank, Russia

The aim is to study the possibility of using ECERS-R assessment results as the basis for in-service preschool teachers training. ECERS is used in different countries for quality assessment (Sheridan, 2001, Tietze et al., 2005, Hu et al., 2015, Shiihan et al., 2016, etc.). The study is based on Vygotsky's approach to teacher's role in education: teachers take into consideration child's individuality and help to acquire cultural means. The quality of learning environment in 423 Russian preschools was measured with ECERS-R in the National Research of Education Quality (2016). Randomly 52 preschools were selected from the sample. The teachers, who work in these preschools, filled in the questionnaire (based on ECERS-R items) for self-assessment. Also "Big Five Inventory" test was used for the same respondents to study their personality traits. Correlation analysis of measurement results, self-assessment and traits was made. The research was carried out in accordance with Code of Ethics of the Russian Psychological Society. Average mean of quality in studied sample - 3, 35-3, 37. Correlation between high scores in some items and teachers' personality traits is detected: «Space for children privacy protected from intrusion» and extroversion ( $p=0,37$ ), «Variations in schedule meet children's individual needs» and openness to experience ( $p=0,28$ ).

Correlation between overestimation of scores by teachers (more than 2 points) in some items and most dimensions of personality (neuroticism, introversion, antagonism, closeness to experience) is detected. Results of the research are used for reconstruction of the system of preschool teachers' in-service training in Russia.

Keywords: quality of preschool education, ECERS, teacher's personality dimension, teachers' professional development, methodology of in-service training

#### **Quality assessment in international research: The CLASS case**

GIULIA PASTORI (1), CLAUDIA GIUDICI (2) AND VALENTINA PAGANI (1), (1) University of Milan- Bicocca, Italy; (2) Reggio Children, Italy

This study, carried out in cooperation with Reggio Children and set within the European project CARE, presents a critical-cultural approach to quality assessment. The increasing 'globalisation' of assessment measures, besides carrying undeniable advantages (Limlingan, 2011), may lead to pitfalls, especially if the complexities of their cross-cultural use are not taken into account (Dahlberg, Moss & Pence, 2007, Tobin, 2005, Vandenbroeck & Peeters, 2014). Even tools with a solid theoretical and empirical background and widely spread internationally, cannot be considered culture-free, unavoidably reflecting values and methodological assumptions typical of their cultural cradle (Pastori & Pagani, forthcoming). This issue has received only marginal attention (Douglas, 2004, Fenech, 2011, Ishimine & Taylor, 2014, Mathers et al., 2007, Sheridan, 2007). This study aims at addressing this gap, focussing specifically on the CLASS (La Paro et al., 2012, Pianta et al., 2008). This study adopted a participatory approach and drew on the field of cross-cultural research. A mixed methods design was adopted. Italian ECEC experts and teachers were involved in focused observations and dialogues to compare their local-cultural pedagogy with the tool perspective. The qualitative exploration was complemented with a quantitative analysis of the tool, in order to test at statistical level its applicability and generalisability to the Italian ECEC context. Participants were informed of the goals of the study. Their voluntary consent was required. Qualitative and quantitative results combined challenge the taken for granted universality of the CLASS framework. This study offers interesting insights into a methodological and theoretical reflection on universal vs culture-related views on education and quality, and highlights the value of adopting a balanced critical-cultural approach to quality assessment.

Keywords: cross-cultural research, quality assessment, standardised instruments, mixed methods, participatory research

#### **SYMPOSIUM SET A / 24**

##### **SUPPORTING CHILDREN'S SOCIAL-EMOTIONAL COMPETENCE IN ECEC THROUGH PAPILIO PROGRAMME**

Self-organised Symposium

CHAIR: MERJA KOIVULA, University of Jyväskylä, Finland

In this symposium we discuss supporting children's social-emotional competence in the context of ECEC through introducing intervention programme Papilio. Papilio is a developmentally focused, research-based intervention programme targeted on primary prevention of behavioural problems and on supporting the socio-emotional competence of preschool children. In this symposium we explore the principles, implementation and the applicability of Papilio-programme in the Finnish ECEC context from the perspectives of children and teachers. The data consists of interviews of children and teachers, narrative diaries of teachers, and video observations. The data were analysed qualitatively by using content and discourse analysis. The results suggest that implementing Papilio has influenced the activities in the day care centres: it has altered teachers' and children's roles, increased naming of emotions and emotion related conversations, strengthened children's social relationships and increased imagination in children's play activities, which we discuss further in this symposium.

#### **Papilio programme in supporting children's social-emotional competence from the perspective of children**

MERJA KOIVULA AND MARJA-LEENA LAAKSO, University of Jyväskylä, Finland

This presentation discusses the significance of supporting young children's social-emotional competence through introducing the measures of Papilio programme. Papilio, originally developed for ECE in Germany, is a developmentally focused, research-based intervention programme focusing on primary prevention of behavioural problems and on supporting the socio-emotional competence of preschool children. The programme grounds on scientific evidence, social-learning theories, and social information-processing models (Scheithauer et al., 2008). There exists need for intervention programmes: difficulties in children's social-emotional competences, and in emotional and behavioural regulation are relatively common already in young children under the age of 7. The ability to recognise one's own and others' emotions, regulate emotionally-grounded behaviours, and to understand the ways of social interaction are challenging skills, in the learning of which the child needs adult's support. Here, we introduce the three child-centred measures of Papilio: Toys-go-on-holiday-day, Paula and the Pixies in the Box and Mine-yours yours-ours game and explore children's perspectives and experiences regarding their implementation. The data were collected by interviews and observations and analysed by content analysis. Ethical guidelines of good scientific practice were followed throughout the research process. These include informed consents from children, respecting their rights to anonymity, confidentiality, self-determination and privacy, and protection from discomfort. Children related positively on measures, especially to Paula story and mine-yours yours-ours game. Toys-go-on-holiday-day divided

slightly opinions: some children found it challenging. The main findings will be discussed in detail during presentation. The findings suggest that implementing intervention programme Papilio can promote children's agency and social-emotional competence efficiently, from also children's perspectives.

Keywords: social-emotional competence, Papilio, evidence-based intervention, implementation, children's perspectives

#### **Finnish educators' opinions of the implementation of the Papilio-method in ECE**

MERJA KOIVULA (1) AND MARITA NEITOLA (2), (1) University of Jyväskylä, Finland; (2) University of Turku, Department of Teacher Education Rauma, Finland

The aim of this research project is to explore the implementation and the effectiveness of Papilio-programme in the Finnish context of ECE. In this presentation we will concentrate on teachers' experiences in implementing Papilio in ECE. The effectiveness of Papilio programme has been proven in Germany by a large-scale, controlled longitudinal study, ALEPP. In this paper we explore the implementation and the applicability of Papilio-programme in Finland. Research on children's social and emotional development suggests that ages 3-6 years are most critical time for children's social and emotional learning (Bierman & Motamedi 2015). Well-designed curriculum components and teaching practices promote children's social-emotional learning by strengthening children's social and emotional competence. The responsibility of the educators' is to support children's social and emotional development effectively by evidence-based pedagogical methods and practices (Kostelnik et al. 2015). The data of this study were collected by interviewing 15 teachers, focusing on their perspectives concerning the implementation Papilio and its influence on children. The data were analysed utilising content analysis. The personnel of the kindergartens also filled questionnaires by which we gathered information and proposals for improvement corresponding Papilio materials and practices (N=18). Good ethical scientific practice was followed, e.g., informed consents from children respecting their rights, privacy and protection. Preliminary findings suggest that educators' experiences of Papilio were positive, although they also identified some practical challenges. The findings will be discussed more detailed during presentation. In practice of ECE there is an increasing need of systematically implemented, well-planned and evidence-based SEL-methods.

Keywords: Papilio-method, social competence, social-emotional learning, teachers, ECE

#### **The role of educators' on Toys-go-on-holiday-day: Experiences of educators' and children**

RIITTA VIITALA, University of Jyväskylä, Finland

The primary aim of this study is to examine what kind of experiences the educators have on their role during Toys-go-on-holiday-day. The research clarifies besides experiences, what kind of reasons they give for success or failure in implementing Toys-go-on-holiday-day. Also children's perspective concerning educators' role is investigated. In Papilio-programme educators have an important role in guiding children's socio-emotional development. Play is an essential part of children's socio-emotional wellbeing. It gives opportunities for children to make friends, practice social communication etc. According many studies it's evident that for successful play educators' role is significant (e.g. Suhonen et al. 2015). The data of investigation were collected by interviewing educators and children. The data were analysed by content and discourse analysis. The research includes an informed consent process. Participants' anonymity is protected by pseudonyms. The confidentiality of the data is respected. By these means ethical guidelines of good scientific practice were followed throughout the research process. The educators' descriptions of their role during Toys-go-on-holiday day were polarised. They considered themselves as actively participating in children's play but then again, were also uncertain what to do: guide or not to guide play. In children's accounts there was no difference in educators role during Toys-go-on-holiday compared to an ordinary day. The educators described success or failure in implementing Toys-go-on-holiday day by using child discourse (e.g. "children's special needs"), programme discourse (e.g. "the programme is unrealistic") or reflect discourse (e.g. "are we educators engaged enough"). The findings highlight assessing educators' commitment in guiding play.

Keywords: play, educators' role, Papilio, social-emotional development, children's perspectives

### **SYMPOSIUM SET A / 25**

#### **CELEBRATION OF CHILDREN'S PLAY**

Self-organised Symposium

CHAIR: ALISON CLARK, Thomas Coram Research Unit, United Kingdom

Opinions about the meaning of play may differ, and even be contradictory, from different angles and positions. Our symposium is based on two ongoing projects about dramatic play in ECEC. Through focus group interviews with respectively teachers and parents in ECEC, our aim is to explore professional, parental and political perspectives when it comes to free play in children's daily life in ECEC. Our aim is to enlighten children's right to dramatic, spontaneous play, and rethink taken-for-granted perceptions about play. Different and multiple perspectives can prevent or promote children's free playful interactions. In the interviews as well as in our analysis we pay attention to ethical challenges, and are concerned to ensure that our informants are respected and recognised throughout the process.

### **Time and space for children's spontaneous play at risk in ECEC**

KRISTIN DANIELSEN WOLF, Oslo and Akershus University College of Applied Sciences, Norway

The research-focus is on children's spontaneous play in ECEC. The aim is to enlighten children's right to spontaneous play, and discuss conditions for play and ECEC-staffs participation in children's play. In Norway, there has been an increasing focus on ECEC as a learning area. UN (2013) has warned that more focus on academic learning, in formalised ways, can supplant time for children's play. If children's possibilities to free play would be limited, so would their rights to express themselves and participate as child-sized citizens (Jans 2004). There are multiple concepts of play (Sutton-Smith 1997). I understand play as an aesthetic, cultural way of being and acting (Guss 2015, Gadamer 2010). Children are typical playful beings (Jans 2004), though human beings in every age may be *Homo Ludens*, playful persons (Huizinga 1956, (Sutton-Smith 2008). My qualitative project is inspired from ethnography, designed as a fieldwork in two ECEC-institutions. I have done observations in everyday life and focus group interviews with the teachers. Research requires sensitivity, respect and responsibility towards the participants in the Field. Especially with children, sensitivity towards their expressions of consent is required. My ethical considerations are entangled within the whole research process (Creswell 2014). There is need of more and complex knowledge about play in ECEC. When staff have a complex knowledge and engage in playful interactions, they reports a better knowledge of each child, and understanding of children's life worlds. Findings could influence political or educational decisions about ECEC, as well as further research on children's and staffs play.

Keywords: play, playful beings, learning, complex knowledge, education

### **Dramatic play as an aesthetic expression**

KNUT KRISTENSEN, Oslo and Akershus University College of Applied Sciences, Norway

This presentation will discuss Faith Guss theory on Play-drama (dramatic play) as an aesthetic expression where children intuitive use elements we find in the art of theatre. Guss (2001) finds that the aesthetical elements in theatre such as role figure, dramatic actions, time and place, tension, symbols and rhythm, tempo are also present in children's play-drama. Guss research shows that children when producing their dramatic play, use strategies that have several similarities with the performance actions to the dramatist, director, scenographers, and prop persons. In dramatic play children express their thoughts, ideas and feeling by using dramatic form. Dramatic play can be seen as an aesthetic practice aiming at creating a form that corresponds with the child's ideas and feelings, a "potential space" (Winnicott 1972) where children and adults can explore new dramatic expressions. Through focus group interviews with teachers and parents, our aim is to explore professional, parental and political perspectives when it comes to free play in children's daily life. In the interviews and in our analysis we pay attention to ethical challenges, and are concerned to ensure that our informants are respected and recognised throughout the process. Our research shows that children and adults can compose a dramatic play together if the adult is willing to be creative and use her open and inviting play skills. Creating a supportive pedagogical programme for dramatic play, will include teachers that have knowledge about play as an aesthetic expression, and are able to develop an environment that inspires children's dramatic play.

Keywords: dramatic play, aesthetic expressions, performance actions, Faith Guss, creativity

### **Celebration of children's play - Some preliminary results**

ANNE GREVE, Oslo and Akershus University College of Applied Sciences, Norway

Our study focuses on children's right to spontaneous play and sets out to rethink taken-for-granted perceptions about play. The aim of this presentation is to reveal some of our preliminary results. Previous research (e.g. Biesta, 2013, Guss, 2015, Sommer, 2012) show that the learning of academic skills in ECEC is highly valued and that this might be at the cost of play. Inspired by Bronfenbrenner's theoretical framework, we will investigate the connection between policy, local frameworks, education and practice in ECEC. We will use empirical data from interviews with teachers and staff in four ECEC institutions. In this presentation we will analyse both quantitative and qualitative material and discuss our findings in relation to policy documents and theories/concepts of play. We have paid particular attention to ethical challenges throughout the interviews as well as in our analysis, and are concerned to ensure that our informants are respected and recognised throughout the process. The local authorities highlight language training for all children and preschool training for the five years olds. This might be at the expense of children's free play. There also appears to be a lack of knowledge about dramatic play among the staff in kindergartens. However, the staff do manage to organise and strengthen dramatic play despite these difficulties. The parents are most concerned about their children's wellbeing, their possibilities to participate and being given time to play with their friends. These findings can form the basis of new policy decisions and research on dramatic play.

Keywords: dramatic play, children's rights, academic learning, policy framework, spontaneous play

## SYMPOSIUM SET A / 26

### PEDAGOGICAL DOCUMENTATION

#### Individual Papers

CHAIR: TULLIA MUSATTI, Institut of Cognitive Sciences and Technologies - National Research Council, Italy

#### **"That's the way it was": Children's and parents' reflections regarding pedagogical documentation**

KARIN ALNERVIK AND CHARLOTTE ÖHMAN, Högsolan för lärande och kommunikation Jönköping, Sweden

The study aims to develop knowledge concerning how children and parents reflect on and make meaning of pedagogical documentation gathered in Reggio-inspired preschool projects. From a pedagogical documentation perspective, children are understood to be knowledge creators, it is therefore important to make children's voices visible (Dahlberg, Moss & Pence, 2001). However, questions have been raised about (a) if and how children are given opportunities to participate in the production of pedagogical documentation (Lenz Taguchi, 2012, Lindgren, 2012), and (b) the ethics of representing children in the documentation (Lindgren 2016). Our theoretical framework is based on Biesta's (2006) concept of the rational community and the community-without-community. The study data was gathered through focus groups with eight children and their parents. The children and parents were asked to review samples of pedagogical documentation from the child's time in preschool. The documentation was also used as stimulus material during the interview. Finally, the parents were also asked to discuss with their children their memories regarding how it felt to be documented. Interview transcripts were subjected to narrative analyses. Informed consent was obtained from all study participants. Three themes emerged concerning the experience of working with and being a part of the practice of pedagogical documentation: a sense of context, the sense of participation and the sense of a way to explore life. Our analysis highlights that the children had opportunities to participate in the practice of documentation in a project and therefore their voices were supported in "breaking into the world".

Keywords: pedagogical documentation, narrative analyses, project, preschool, child and parent participation

#### **Pedagogical documentation: The child's voice?**

HELEN KNAUF, University of Applied Sciences Fulda, Germany

In the literature, pedagogical documentation is often described as a means of understanding and recording children's perspectives. The paper investigates the extent to which documentation practices in German ECE (ECE) centres do in fact promote child participation. The article is based on data from two studies, which analysed portfolio entries (Knauf 2017a, doi: 10.1007/s10643-016-0791-0) and learning stories in German ECE centres (Knauf 2017b, doi: 10.1007/s10643-017-0863-9). For the present article, the results of both studies were re-evaluated with a view to child participation. Pedagogical documentation is approached as a key process in ECE and analysed as a paradigmatic example of the realisation of child participation. The qualitative material is evaluated via a document analysis based on the principles of grounded theory. The article only uses anonymised documents that were analysed with the consent of the ECE centres, thus safeguarding the children's personality rights. In practice, pedagogical documentation exhibited significant variation. The portfolios and learning stories allowed us to identify certain aspects of documentation that promoted child participation and others that hindered it. In the course of the paper, this contradictory character of documentation is elucidated and systematised via numerous examples. In broader terms, the results indicate the contradictory manner in which children are regarded in ECE theory. On the one hand, they are generally seen as active subjects, yet on the other, they often remain merely the object of adults' discourses.

Keywords: participation, pedagogical documentation, portfolio, learning stories, accessibility

#### **ProuD! To Improve ECE services and professional development by exchanging pedagogical documentation across Belgium and Finland**

LISELOTTE VANDENBUSSCHE (1), INE HOSTYN (1), ANNA-RIITTA MAKITALO (2) AND SYLVIA TAST (2), (1) Artevelde University College, Belgium; (2) Metropolia University of Applied Sciences, Finland

The third phase of our research project ProuD! investigated how the international exchange of pedagogical documents among partner organisations in ECEC stimulated professional group reflection and individual pedagogical growth. In two earlier stages of our research we investigated the current use of pedagogical documentation in ECEC organisations in Belgium and Finland, and we designed a tool to enhance professional reflective practice and individual growth. The professionalisation of ECEC staff as an important European objective (European Commission, 2014, Urban et al., 2011), the need for a better understanding of professional development in ECEC (Sheridan et al., 2009), the advantages of pedagogical documentation (Burrington & Sortino, 2004, Giudici et al., 2001), and the importance of group reflection within high quality ECEC formed the framework of this research. Professionals in ECEC from Belgium and Finland exchanged pedagogical documentation and reflected in groups by means of the ProuD! tool. Data from focus groups with staff members and researchers' logbooks formed the basis of a qualitative data-analysis and enabled us to finalise our design research. An informative movie and document together with a visit, guaranteed accurate informed consent. From a shared objective to secure children's rights and create optimal conditions for their learning and development, the exchange of pedagogical documentation across countries enhanced the demonstration of practice among professionals and provoked further thinking, thus benefitting

reflective group learning. The excitement of exchanging specific pedagogical practices across organisations and countries by means of the ProuD! tool triggers a higher pedagogical awareness and stimulates professional self-esteem.

Keywords: pedagogical documentation, ECEC, preschool education, international exchange, professional development

## **SYMPOSIUM SET A / 27**

### **TROUBLING UNIVERSAL CONCEPTS OF QUALITY IN ECE**

Individual Papers

CHAIR: ELISE HUNKIN, RMIT University, Australia

#### **A universal and transferable quality rating scale - Is it possible?**

TANYA RICHARDSON, University of Northampton, United Kingdom

This paper will discuss the research behind a new transferable quality framework that aims to identify features of early learning environments that affect young children's speech and language development. Although early years quality assessment tools exist (Harms, Clifford and Cryer, 2005; Siraj, Kingston and Melhuish, 2015) they are not easily transferable between indoor and outdoor environments. It is not currently possible to draw a direct comparison between the quality of learning environments and apply to any cultural environment, particularly with regards to speech and language development. This was an explanatory multiple case study, with the "cases" being different early years learning environments. This research was located within the interpretive paradigm. Stakeholder's views and opinions were gathered, by the use of semi-structured interviews, on what constitutes a quality learning environment, with focus on children's language development in the indoors and outdoors, as well as stakeholders' views concerning the impact of the environment on young children's utterances, and on their speech and language development. Stakeholders included parents, practitioners and children and BERA (2011) guidelines were followed meaning participants were protected from harm and confidentiality was maintained. It is argued that although it appears to be extremely difficult to reach a general consensus on what constitutes quality, there is a need for a rating scale that is transferable between environments. The next phase of this research will involve compiling a rating scale and piloting it within a variety of learning environments in order to establish a universal tool.

Keywords: quality environments, speech and language development, outdoor play, rating scales, universal

#### **Problematising the role of 'quality' ECE in the Global Education Reform Movement**

ELISE HUNKIN, RMIT University, Australia

In the recent decades, a global education policy paradigm has emerged, signalling an increasingly global field of education policy governance. This paper notes the increasing subsumption of ECEC into the global education reform movement. It is argued that ECECs realignment with education policy relies on the reform discourse of quality, and its assumed human capital potentials. This study extends of the work of Ball (2012) and Rizvi and Lingard (2010), who consider the implications of a global education reform movement for education, by situating quality ECEC within that movement. Employing Foucauldian genealogy, the recent Australian 'Education Revolution' reform initiative is used as a context through which to critique the discursive and non-discursive implications of governing ECEC through national and global fields of comparison. Inscribed within the post structural tradition, genealogical approaches aim to construct a history of that which is assumed to be without history. In practice, it involves the inductive review of numerous documents including policy, historical and academic texts. A governmentality (Foucault, 1991) theoretical framework supports the analysis of policy as 'operationalised political thought' (Doherty 2007, p. 251). University ethics approval was obtained. It is cautioned that policy efforts to 'see' and govern quality in ECEC settings within and between countries are increasingly altering the settings themselves. Developing a greater awareness of these alterations and the power relations in which they sit can assist ECEC stakeholders to re-open conversations about early childhood services, including their missions, value and potential.

Keywords: early childhood, policy, reform, governance, genealogy

#### **Mind your own business: Struggles to retain complex meanings of quality in ECEC policy**

HELEN LOGAN, Charles Sturt University, Australia

This presentation discusses insights from a study which sought to examine how meanings of quality were constructed in ECEC policy history. The study draws on interviews with elite informants whose experiences as policy makers span 40 or so years in Australian ECEC policy making contexts, between 1972 and 2009. Drawing on a post-structuralist theoretical frame, this paper employs a Foucauldian influenced approach to discourse analysis (Foucault, 1972). Given the complexity of policy making contexts, an adaptation of Bradley's (2011) categories was utilised to categorise the elite informants as policy insiders according to their roles and positions within organisations. Bacchi's (2009) approach to policy analysis was drawn upon to critically analyse the effects of policy insider categories on meanings of quality through 'what they are', 'what they do' and 'the world in which they live' (Foucault, 1985, p. 10). The use of accounts from elite informants poses risks to anonymity. Hence, all informants were de-identified through the use of pseudonyms and policy insider categories to ensure



confidentiality when reporting the data. The findings raised questions about what could be known and spoken about meanings of quality in policy making processes. They suggest the innermost categories of policy insiders struggle to retain complex meanings of quality in final ECEC policy decisions. Implications for policy and practice arise if complex meanings of quality are narrowed. This narrowing diminishes possibilities for what quality could be and may lead to an emphasis on simplistic solutions to quality in future ECEC policy.

Keywords: quality, policy, history, discourse, Foucault

## **SYMPOSIUM SET A / 28**

### **EMPATHY, WELFARE AND SOCIAL COMPETENCE**

#### **Individual Papers**

CHAIR: MARIA RIERA, University of Balearic Islands, Spain

#### **Welfare and life in ECE: An ethnographic case study in a school in Pistoia**

MARIA RIERA AND CATALINA RIBAS, University of Balearic Islands, Spain

The aims of this study is to identify and promote the dimensions of wellbeing of the early childhood school daily life. Previous research is being published Ribas, 2011, Riera, Ribas & Ferrer, 2014, Hoyuelos & Riera, 2015. This study is based on the quality of life and wellbeing (Sabeh, Verdugo, Prieto & Contini, 2009), the need and rights of children (Lurçat, 1986, Brazelton & Greenspan, 2005, Barudy, 2005) and the school as a context for children development and wellbeing (Becchi, 2010, Dahlberg, Moss & Pence, 2005). The research is an ethnographic study on how to promote the wellbeing of children at the Filastrocca School (Pistoia, Italy). In order to know the details of the everyday life in depth and their significance, we have implemented interviews, field notes, records, photographs, observations. This is complemented by a retrospective narrative, through the parameters of wellbeing, identified by Sabeh, Prieto, Verdugo & Contini (2009). The use of images and protected personal data was allowed by the participants for educational research purposes only after data handling policies were exposed to them. The analysis shows how the organisation of time, spaces, relationships, activities and projects in this school promotes the wellbeing in each of the dimensions: emotional, relational, cognitive, physical and material. The system of categories used for to analyse the dimensions of wellbeing can serve as a guide for the practitioners of ECE to observe, analyse and evaluate the educational contexts.

Keywords: ECE, wellbeing, ethnographic study, quality of life, early childhood school daily life

#### **Toddlers' social competence, play, movement skills and wellbeing**

AUD TORILL MELAND, ELSA KALTVEDT AND INGUNN UGELSTAD, University of Stavanger, Norway

The aim of the study is to investigate the relationship between toddler's (age: 30-33 months) wellbeing (WB), play (PL), social competence, (SC) and movement skills (MS) in Norwegian ECEC-institutions. We expect that there is a mutual process of interaction between movement, social competence, play and wellbeing. Further, if movement skills, play and social competence contribute significantly in predicting toddlers' wellbeing. This study constitutes part of a Norwegian longitudinal, interdisciplinary project: The Stavanger Project – "The Learning Child". The present study involved 535 boys and 509 girls. Researchers state that children's social and emotional competence, play, movement skills and wellbeing develop through action and experience in everyday activities (Kennedy-Bahr et. al 2015). Little research has been conducted on the connections between movement skills, social competence, play and wellbeing. The study is a longitudinal research project. Data were collected through structured observations of 1044 toddler. The children were observed in natural surroundings by educators. The method is gentle and non-intrusive for the children. The research is based on the Norwegian Social Science Data Services ethical programme. The results confirm a positive correlation between the variables, and PL, SC and MS explain 73% of the variance in WB. This means that participation in toddler co- activities like hiding or catching games may facilitate both social competence and movement skills. The study gain new research on the connections between movement skills, social competence, play and wellbeing, because expanded knowledge could lead to better pedagogical practice and planning.

Keywords: toddlers, social competence, play, movement skills, wellbeing

#### **Global competence begins in preschool: An investigation of how to nurture empathy in young children**

FLAVIA IUSPA AND DANIELA FOERCH, Florida International University, United States

This research study examines the effects the implementation of Global Thinking Routines and Thinking Routines have on preschoolers' development of empathy, a global competent disposition. The study inquiries on how students are able to identify and manage their emotions and the emotions of others. This study expands research done by Kallick and Costa (2008), Boix-Mansilla and Jackson (2011), and Ritchhart (2011) on the nurturing of the Habits of Mind using the Visible Thinking and Global Thinking routines. The study used Boix-Mansilla and Jackson (2011) as conceptual framework. This framework presents four capacities (Investigate the world beyond their immediate environment, recognise perspectives, others' and their own, Communicate ideas effectively with diverse audiences, and Take action to improve conditions) needed to develop

global competency. A qualitative research study approach was used. Qualitative data collected in form of Documentation, descriptive statistics was also collected, and deliberated in reference to quantitative pre-post data. Parents' consent, school consent for video recording and pictures, non-identifiable data, coding. The two findings: 1) preschoolers demonstrated growth in the development of empathy, and (2) teachers demonstrated their own development of empathy, highlight that is key to model empathy early in life, as well as teachers' self-awareness and nurturing of empathy on themselves as well. The main implication of this research is seen on a possible change in the traditional discipline system commonly used in today's classroom with a more innovative and constructive method. This study adds to the literature that emphasises the need for developing global competence in children.

Keywords: global competence, preschool, empathy, early childhood, collaborative action research

## **SYMPOSIUM SET A / 29**

### **NARRATIVES FOR EARLY LANGUAGE LEARNING: EXPERIENCES FROM THE NARRATIVE FORMAT MODEL**

Self-organised Symposium

CHAIR: SABINE PIRCHIO, Sapienza University of Rome, Italy

Narrative ability is highly representative of language competence and storytelling is a helpful context to foster language development. From birth children are immersed in a narrative world (Bruner, 1986), that they learn to know interacting with more competent partners, as parents, older siblings, educators. During these repeated, playful interactions, children learn to predict what's going to happen next and to interpret the others' behaviour, including language. Every story is a meaningful universe of characters, places, goals and motivations, actions and emotions representing life, thus a perfect context where learning how life works. This symposium present a series of researches in the field of (first, second, foreign) language learning in infant to school aged children through the Narrative Format model, where narrative activities are proposed to children in ECEC, preschool and family contexts. The effectiveness of this educational approach will be showed and its application in different contexts will be discussed.

#### **The narrative format model for early language intervention in first and foreign language in ECEC centres**

SABINE PIRCHIO, TRAUTE TAESCHNER, YLENIA PASSIATORE AND SARA POLIANI, Sapienza University of Rome, Italy

In this presentation we describe the use and effectiveness of Narrative Format (NF) activities for language education in ECE centres. The use of NF activities with toddlers in first (L1) and foreign languages (FL) is discussed. Narrative skills are important for language development and predict later reading comprehension and school achievement (Burns, Griffin, & Snow, 1999, Dickinson & McCabe, 2001, Paris & Paris, 2003). The narrative presentation and elicitation context can shape the structure of child's narratives (Demir et al. 2014). The NF has proved to be successful with young children, aged three to six (Taeschner, 2005). It proposes positive interactional strategies including: inter-subjective gazing at, shared attention, repeated narrative experiences, theatrical mime in the target language, and use of gestures, voice intonation and facial expressions. Language outcomes and behaviour of 174 children during NF activities in FL classes with 12 to 36 months old children and in L1 education with 24 to 36 months old late talker children are described. Children's parents gave their informed consent and are free to withdraw from the study at any point. Video and sensitive data are kept private. Feedback is offered to teachers and parents. Results show that the NF is an appropriate context for FL learning and for fostering L1 development in late talkers, thanks to the repetition of meaningful narrative experiences and the use of nonverbal communication strategies. The availability of effective early language teaching and language intervention methods is important to guarantee the best developmental opportunities to children.

Keywords: foreign language learning, late talkers, early narrative abilities, language intervention, narrative format

#### **Reading and narrative competencies of bilingual children**

ZLATICA JURSOVÁ ZACHAROVÁ, Comenius University in Bratislava, Slovakia

This presentation focuses on the topic of comparing the narrative and reading competencies of two types of bilingual children in school age (native bilingual children and intentional bilingual children, who acquired new language with narrative format Hocus & Lotus). Research shows that oral language proficiency can affect the early reading skills of bilingual children (NICHD Early childcare Research Network, 2005) and also the reading skills in foreign language (Proctor, Carlos, August, Snow, 2005, Gottardo, Mueller, 2009). The awareness of narrative structure helps children to be more aware of story content (Wellman, Lewis, Freebairn, Avrich, Hansen, Stein, 2011). Narrative format approach (Taeschner, 2005) linked to the native language acquisition instead of the foreign language learning in early childhood. In language acquisition is important affection between interactional partners and motivation in parents to teach their children a new language (Pirchio, Taeschner, Colibaba, Gheorgiu, Jursová Zacharová, 2015). Qualitative and quantitative analysis of storytelling in first and second language (measured by MAIN test by Gagarina et al, 2003), interviews, reading skills and reading interests, pointing out on the possibility to become bilingual in monolingual environment. Children and parents have been informed about research and have participated voluntarily. Data collection of children was in the presence of the parents, often in the domestic environment of a child. Result shows, that using the Narrative Format for language learning in early childhood is appropriate

for language learning and supports parents with intentional bilingual education. Narratives and reading competencies are important for future opportunities and progress to children.

Keywords: foreign language learning, narrative competencies, reading competencies, bilingual children, narrative format

### **The influence of collaborative language learning on cognitive development in unbalanced bilingual migrant children**

MARTHA ROBINSON AND ANTONELLA SORACE, The University of Edinburgh, United Kingdom

This investigation explores whether previous cognitive advantages found in balanced bilinguals from birth and L2 learning monolingual children involved in language immersion programmes (Carlson and Meltzoff 2008, Nicolay and Poncelet 2013), could be extended to different types of L2 language learners. Research has shown that bilinguals outperform monolinguals in tasks involving Executive Functions (Bialystok 1999, Bialystok and Martin 2004, inter alia). Research has also been exploring whether these cognitive developmental benefits can also be found in unbalanced bilinguals. Narrative Format (Taeschner 2005) 5 to 6 year old English monolingual and unbalanced multilingual children attending public primary school education in Scotland, became involved in collaborative language activities at school and at home. We distinguished between homogeneous (95% of L1 English language monolinguals) and heterogeneous (50% mono- and multilinguals) groups. A high number of children had limited English language proficiency. Children were tested on well known measures of executive functions. Formal informed consent for child participation was sought from families and could withdraw from the study at any point. Video and sensitive data were anonymised and kept private. Feedback is offered to teachers and parents. We found that unbalanced multilinguals performed above chance, but also there was a developing trend of enhanced performance for monolinguals learning languages in heterogeneous groups, suggesting that not only length of exposure and intensity of input, but also the social environment where children develop their language skills plays an important role in the development of executive functions. Collaborative language learning activities foster positive learning attitudes.

Keywords: collaborative language learning, cognitive development, migrant children, multilingualism, performance

## **SYMPOSIUM SET A / 30**

### **PARENTAL VALUES, THEORIES AND IMPACTS**

#### **Individual Papers**

CHAIR: MARIA KAMBOURI-DANOS, University of Reading, United Kingdom

### **Type of early care, maternal education, parents' country of birth, and child's language effect on social cognition in preschoolers**

PAOLA MOLINA (1) AND DANIELA BULGARELLI (1)(2), (1) Università di Torino, Italy; (2) Collegio Carlo Alberto, Italy

The aim of this study was to analyse the effects of type of early care (0-3 years of age), maternal education, parents' country of birth, and child's language on the social cognition of 118 Italian preschoolers. Children's social cognition may be influenced by multiple factors, both external and internal to the child. In the current study, two aspects of social cognition were examined: Theory of Mind (ToM) and Emotion Understanding (EU). To our knowledge, the joint effect of these variables on social cognition has not previously been investigated in the literature. The measures used to collect social cognition and linguistic data were not parent- or teacher-reports, but based on direct assessment of the children through two standardised tests, the Test of Emotion Comprehension and the ToM Storybooks. We asked informed consent to parents, and we presented the research to the University of Torino Bioethical Committee for approval. Relationships among the variables showed a complex pattern. Overall, maternal education and linguistic competence showed a systematic effect on social cognition, the linguistic competence mediated the effect of maternal education. In children who had experienced centre-base care in the first three years of life, the effect of maternal education disappeared, supporting the protective role of centre-base care for children with less educated mothers. The children with native and foreign parents did not significantly differ on the social cognition tasks. Limits of the study, possible educational outcomes and future research lines were discussed.

Keywords: language, theory of mind, emotion understanding, childcare, maternal education

### **A Froebelian approach to strengthening practitioner-parent collaboration**

MARIA KAMBOURI-DANOS (1), MYRIA PIERIDOU (2), TERESA WILSON (1) AND SUZANNE FLANNERY QUINN (3), (1) University of Reading, United Kingdom; (2) Open University, United Kingdom; (3) University of Roehampton, United Kingdom

The purpose of this study is to analyse the experience of early childhood teachers participated in learning community for improving self-leadership. In order for teachers to grow as professionals, they need to be able to leadership in themselves that can lead them on their own (Cho, Baik, & Go, 2015). Since the emphasis that self-leadership can be developed through education, research on the development and effects of self-directed programmes has been conducted (Go & Yoo, 2014). This study use qualitative research methods to deeply analyse teachers' experiences in the learning community. This study used qualitative research methods in order to examine in depth the experiences of participants. The participants were 15 teachers in Korea. The learning community was conducted during 3 month. The data were collected teachers' reflective journals,

teachers' activities, teachers' interviews and researcher's field note. The analysis of the data was accomplished by transcription and integration, content analysis, classification and analysis, and interpretation of the classified data. Before starting this study, we received consent from participants. All materials are kept under a pseudonym. First, the participants improved their self-understanding, self-esteem, and positive thinking. Second, they have come to a new realisation of the enjoyment in life with young children and the importance of care and emotional support for young children. Third, they became an open mind to their colleagues and an intimate relationship with their peers. This result suggests that the learning community is an effective way for improving professional development of teachers.

Keywords: self-leadership, learning community, early childhood teachers, quality early childhood services, evidence-based research

#### **The child as an agent in childcare selection? Parents' notions of the child and ECEC**

MAARIT ALASUUTARI AND ANU KUUKKA, University of Jyväskylä, Finland

The focus of the study is on parents' accounts for their decision to enrol their one-year-old child in ECEC and especially, on the accounts that focus on the child. We analyse what the conceptions of the child are that the parents draw on and whether they assume the child an agency in childcare selection. The study takes a novel perspective to research on childcare selection, since previous research usually relates the selection to the socio-economic background of the family (Sylva & al. 2007). The child's role as a 'participant' or 'agent' in the selection is rarely studied. The research is based on a relational approach to the social world (Emirbayer 1997). The concepts of childhood and a child are seen as interdependent with the concepts of the adult and adulthood in a particular society (Alanen, 2009). Therefore, the constructions of a child and childhood also constitute the educational institution in a particular way (Dahlberg & al. 2007). The agency potentially produced to children in parents' accounts is examined as a discursive phenomenon. The methodology draws on discourse analysis. The data consist of qualitative interviews with custodians of one-year-old child. The research procedures have been approved by the Ethical Committee of the University of Jyväskylä. The findings show the understanding of ECEC as an arena for the child's social relations. A young child is, especially, described an agent in the childcare selection through her/his relationship to peers and ECEC activities. Parents' notions are important to consider when developing collaboration with them.

Keywords: childcare selection, parents, child's agency, interview research, discourse analysis

# SYMPOSIUM SET B

## WEDNESDAY 30<sup>TH</sup> AUGUST

### 16.40 – 18.00

#### SYMPOSIUM SET B / 1

##### INEQUALITIES AND SOCIAL JUSTICE IN ECE

###### Individual Papers

CHAIR: CHRISTIAN MORABITO, Save the Children, Belgium

#### **Researching inequality in access to ECEC: First insights from a comparative multilevel analysis in three countries**

KATHARINA TAUMBERGER, SOPHIE HAHN AND ANTONIA SCHOLZ, German Youth Institute, Germany

The project investigates the potentials and shortcomings of ECEC (ECEC) provision as a means of overcoming social and educational inequality. The research aim is to compare how different kinds of inequality are addressed in three national ECEC systems. Former research has underlined persisting inequalities in ECEC access (Vandenbroeck/Lazzari 2014). This project innovatively brings together welfare state analysis and educational governance perspective to better understand the outcomes of different responses to inequality in ECEC systems (Naumann, 2014). A focus is on strategies chosen at the local administrative level. The project is built on two heuristic dimensions. Vertically we look at national ECEC systems and the way inequality is addressed at different systemic levels (i.e. national and local). Horizontally a cross-country comparison allows us to ascertain national "coping" traditions as well as local responses to inequality in ECEC provision. Based on a policy analysis design the study incorporates a range of complementary qualitative (e.g. documentary analysis, expert interviews, focus group interviews) and quantitative research methods in order to reconstruct decision making processes and activities of provision. The study is guided by international standards (APA) of research ethics. Preliminary results will be provided on how inequalities are tackled within the German ECEC system. The comparative research design, as well as the case studies conducted at the local level, will be discussed in detail. The study has been designed with the aim of research-informed policy consultation. Different strategies for the reduction of inequalities will be provided to ECEC decision makers.

Keywords: ECEC governance, inequality, equal access, local approaches, international comparison

#### **The role and the strategies of ECE principals in confronting socio-economic crisis**

SOFIA AVGITIDOU (1), SONIA LIKOMITROU (1), ELENI KOMINIA (1), VASSILIKI ALEXIOU (1), ALEXANDRA ANDROUSOU (2), DOMNA-MIKA KAKANA (3) AND VASSILIS TSAFOS (2), (1) University of Western Macedonia Greece, Greece; (2) National and Kapodistrian University of Athens, Greece; (3) Aristotle University of Thessaloniki, Greece

This study investigated ECE principals' understanding of the issues faced in their schools (kindergarten and primary) as an effect of the socio-economic crisis in Greece, the role they have undertaken and the strategies to confront its effects. While international and national reports (KANEP-GSEE 2016, OECD 2011, and UNICEF 2014) as well as research (Damme & Karkkainen 2011, Griggs & Walker 2008, Ridge 2009, and Shafiq 2010) have documented the effects of economic crisis on children and education, there is little research regarding principals' views and strategies in this context. Crisis and its effects on education are not perceived as self-evident, so we explore the possibilities for action and resistance individuals (principals) adopt as agents and not as passive recipients in the specific context (Makrinioti, 2014). This is a qualitative study. 50 semi-structured in-depth interviews with school principals were conducted in Thessaloniki, Athens and Volos. Data were analysed both qualitatively and quantitatively. All participants were informed about the purpose of the study and took part voluntarily. Results describe commonalities regarding principals' perceptions of the effects of crisis on four different levels: children, parents, teachers and school function. However, the reasoning of the effects of crisis on education varies among principals and it will be shown how this variation in reasoning affects the strategies and the role principals employ to confront the effects of crisis on ECE. Principals as well as teachers should be supported to design and implement systemic strategies to confront the social inequalities that the crisis creates.

Keywords: socio-economic crisis, social inequalities, role of principals, strategies to confront the crisis, ECE

#### **Early years' teachers' identities in socio-economically disadvantaged educational settings in Chile: The pursuit of equality education for all children**

MARIA OPAZO, University of Nottingham, United Kingdom

To explore the identities of Chilean early years' teachers working in a range of educational settings serving disadvantaged families in order to better understand the ways in which teacher identity contributes to educational equity in Chile. Teacher identity studies have been a well-established research area for the last thirty years (Beauchamp & Thomas, 2009, Beijaard et al 2004). However, the study of early years' teachers' identities in socio-economically disadvantaged educational settings is an emergent research field, and few studies exist in the Chilean context. To understand how teacher's identity is constructed

this study draws on sociological frameworks (Wenger, 1998) that investigate the influence of contextual factors on teachers' professional identities and the possibilities they have -or not- to contribute to equality education. The research design is qualitative with a phenomenological framework. Photo-elicitation, semi-structured interviews and observations were employed. The sample involves 13 Chilean early years teachers. Informed consent was sought from all participants and their right to privacy and anonymity was assured at all times. Chilean early years' teachers, who work in a very unequal system, feel a strong and personal sense of responsibility towards the communities they serve. Despite the fact that their own status in Chilean society is relatively low, they see themselves as front line workers engaged in practice which seeks to assure children's right to education. This study will contribute by generating knowledge that could better inform public policies in disadvantaged educational settings. It also advocates for the inclusion of Chilean context into international discussions.

Keywords: teacher identity, professional identity, early years education, educational equity, children's right to education

## **SYMPOSIUM SET B / 2**

### **DIGITAL TECHNOLOGY AND LEARNING**

#### **Individual Papers**

CHAIR: JEANETTE SJÖBERG, Halmstad University, Sweden

#### **Digital ways in children's meaning making of museum as a place**

MARIA DARDANOU, The Arctic University of Norway, Norway

The purpose of this study is to investigate how digital storytelling from museum experiences becomes the visual lines of children's movement and way of inhabiting museum as a place. Digital storytelling will be explored as a means for visualizing children's footsteps, wayfaring and meaning making of place. Earlier studies have shown that children's wayfaring in the museum occurs in interaction with objects and materials, in different moments, through sensory engagement. Wayfaring is a way to feel the place, make sense, make meaning, interpret, and, in that way, inhabit place (Hackett, 2012, Hackett, 2015). Theories of place illustrate that places are being constituted by movement, by the lines of movement (Ingold, 2007), through which the world is perceived. Meaning making is always in interdependence with others and environments. In the line of Ingold, embodied experiences create the experience of knowing (Hackett, 2015). The project's design has an ethnographic research approach and will explore multimodality, in the form of digital storytelling, as a research tool. Ethical standards were assured through written informed consent by parents and personnel, and oral consent from participating children. The study is approved by the Norwegian Social Science Data Services (NSD). The study is in progress, in the collecting of data, following a group of children in two museums and at the process of making digital stories. Findings might have implications for the use of digital storytelling as means for children's meaning making of place and change practices for museum visits for kindergartens.

Keywords: digital storytelling, museum, place, wayfaring, meaning making

#### **Seen but not heard?! Children's participation in research about digital technology in preschool**

JEANETTE SJÖBERG, ANNIKA LAGERGREN AND KRISTINA HOLMBERG, Halmstad University, Sweden

The aim of this study is to investigate norms and constructions of children in previous research concerning preschool children and digital technology. Digital technology is an important part of preschool activities. The number of children and preschool teachers who have access to computer tablets and clever boards in their everyday practice has increased in recent years (e.g. Couse & Chen, 2010, Edwards, 2013). This development has led to the need of extended knowledge concerning the critical contextual factors of digital technology use in preschool context (e.g. Lindahl & Folkesson, 2012). In the analysis of the material, social constructionism and discursive psychology (Wheterell & Potter, 1992, Potter, 1996) were used. This paper is based on a critical integrative literature review (Torraco, 2005) regarding research on preschool children and digital technology. The review draws from a number of scholarly research articles conducted between 2000-2015. Ethical considerations were met by showing respect and responsiveness to other researchers work (e.g. codex.vr.se). Preliminary results indicate that children often are marginalised in research and focus is more likely to be on an adult's point of view (such as the teacher or the parent). In this sense, children have a weak "voice" in research regarding digital technology use in preschool, therefore, the lack of the child's perspective is evident. The results, we argue, have important implications for researchers, preschool teachers and teacher educators in further discussions of how, when and for what purposes digital technology should be used in preschool children's activities.

Keywords: digital technology, discourses, integrative literature review, preschool, preschool children

#### **Parents' perspectives on the use of touchscreen technology by 0-3 year olds in the UK, Greece, Sweden and Australia**

JANE O'CONNOR (1), OLGA FOTAKOPOLOU (1), MARIA HATZIGIANNI (2), AND MARIE FRIDBERG (3), (1) Birmingham City University, United Kingdom; (2) Macquarie University, Australia; (3) Kristianstad University, Sweden

This paper discusses findings from a parental survey about the use of touchscreen devices by children aged 0-3 in four countries: UK, Greece, Sweden and Australia. The research aims to explore similarities and differences in touchscreen use by

this age group and to understand how cultural and social factors may impact on how and why 0-3s are allowed to use touchscreens. This study builds on previous work published by O'Connor & Fotakopolou (2016) on children's use of touchscreens. Within the study childhood was conceptualised as being socially constructed. The survey data was analysed with a focus on understanding how parental practices around touchscreen use by 0-3s related to wider cultural discourses around early childhood. The data collection method was an on-line survey completed by parents. Parents were asked about their 0-3s use of touchscreens and were also asked what official advice (if any) they had received and what information they would like to have available. The project received ethical approval from the University Research Ethics Committee of each participating institution. The reasons reported by parents for allowing their 0-3s to use touchscreen devices, and what they used touchscreens for, varied across the countries due to cultural differences. However, many of the parents shared the same concerns and a vast majority wanted further guidance on appropriate and safe usage. Touchscreen use by 0-3s is an international, contemporary parenting issue. Pedagogical practices in the early years may need to take account of rising rates of touchscreen use by 0-3s at home.

Keywords: touchscreens, digital technology, infants, parenting, cultural diversity

## **SYMPOSIUM SET B / 3**

### **MEN IN ECEC: MOTIVATIONS, OBSTACLES, AND DROP-OUT**

Self-organised Symposium

CHAIR: TIM ROHRMANN, Dresden University of Applied Sciences, Germany

There is ongoing debate on men as a minority in the ECEC work force. In spite of strategies for a better gender balance the overall proportion of male professionals remains low. This symposium sheds light on motivations and career paths of men in the field, informs about new strategies and discusses reasons for drop-out. Kari Emilsen and Olav Bjarne Lysklett present research on motivations and wellbeing of male ECEC students in Norway. Jean Plaisir reports from recruitment and retention strategies in New York, USA. He states that high level supports and institutional commitment will attract and keep male workers in the field. Finally, David Brody reports from an international study on men's career paths in ECEC, discussing why some men remain in the classroom, while others enter higher positions in the administration. The results of all studies show the need for further development of strategies for a better gender-balanced workforce.

#### **Motivation and wellbeing among male ECEC bachelor students in Norway**

KARI EMILSEN AND OLAV B. LYSKLETT, Queen Maud University College of ECE (QMUC), Norway

In this paper we will discuss motivation among ECEC bachelor students in a gender perspective. The research project aims to investigate drop-out, motivation and wellbeing among first year students. Few men are working in ECEC (Oberhuemer, Schreyer, & Neuman, 2010, Peeters, Rohrmann, & Emilsen, 2015). The Norwegian authorities have worked actively to increase the share of men in ECECs (Emilsen 2015). A political goal of 20 % men is rooted in legislation and action plans (BLD 2011), the percentage of men in Norwegian ECECs is 8.6 %, most of them unskilled (SSB 2015). Lysklett and Emilsen (2009) have found differences in motivation comparing male and female ECEC workers. There is little knowledge about male ECEC students in Norway. We have a descriptive approach to understanding male student's experiences as a marginalised group. A quantitative online survey of first year students has been carried out. The survey consisted of closed and open questions. The data are analysed in SPSS. The survey follows ethical guidelines for research. Personal data is not collected and all data is anonymized. As male students are a minority, we aim to shed light on male student's experiences and provide research based knowledge, in order to increase the number of men in Norwegian ECECs. We will present data on important factors for choosing ECEC bachelor studies, motivation factors and initiatives for male student's wellbeing. The research is important in order to recruit more male ECEC students and to provide more skilled male ECEC teachers.

Keywords: ECEC education, male ECEC bachelor students, motivation, wellbeing, retention ECEC workers

#### **Positioning male educators in ECE classrooms: Preliminary research findings on effective strategies for recruiting, mentoring and retaining men in ECE**

JEAN PLAISIR, Borough of Manhattan Community College/CUNY, United States

This research aims to examine proven strategies for recruiting, retaining and developing male educators in the early childhood workforce so as to inform practice and guide policy. It has drawn upon these themes from previous research into the under-valuation of men in early childhood settings (Johnson et al., 2010, Eisenhauer & Pratt, 2010, Nelson & Shikwambi, 2010), which is reportedly impacted by low salary scale and cultural barriers (Drudy, 2008) in this female dominated field. A more gender-balanced workforce would promote professional opportunities for both men and women, and it would also further enhance the capacity of early childhood settings to create meaningful experiences for children, where "both women and men are expected to fulfil a full range of adult roles and responsibilities" (Janairo et al, 2010). Guided by the core values and research focus of the Foundation for Child Development (2016), this study uses a place-based approach (i.e., what works for whom, how, and where) and a qualitative model incorporating focus groups, interviews, surveys, and onsite observations of men who work in early childhood environments. Consistent with APA Codes of Ethics (2010), research integrity and

confidentiality measures were developed and applied in the study. Male teachers will join and stay in the ECE field if they are being valued and appreciated. They want their voices to be heard in early childhood environments. Men in the ECE workforce prefer to be part of a movement, and high level supports and institutional commitment will attract and keep them in the field.

Keywords: ECE, male educators, recruitment, retention, mentoring

### **Agency and communion as factors influencing men's ECEC career trajectories**

DAVID BRODY, Efrata College of Education, Israel

Achieving gender balance in ECEC requires both effective recruitment and retention of men. This study examines characteristics of agency and communion as explanatory factors in men's trajectories from entry and throughout their careers. The research extends previous studies on men's entering the profession (Pirard, 2015) by closely looking at continued decision-making along career paths, using agency as the theoretical framework. Bandura (2006) delineated core agentic properties: intentionality, forethought, self-reactiveness, and self-reflectiveness, while Buchanan & Bardi (2014) distinguished between agency ("getting ahead") and communion ("getting along") as meta-constructs related to wellbeing. Based on a multi-case study paradigm, we used semi-structured interviews and storylines, focused on five veteran male ECEC workers at the end of a five year longitudinal study. Participants agreed to all research procedures. Identification was avoided through pseudonyms and changing identification of work contexts. Findings showed that men who chose to remain in the classroom exhibited high levels of communion. Their agentic behaviours included passionate intentionality towards work with children, short-term career forethought, and delayed self-reactiveness. In contrast, those who entered administrative positions in their schools and day care centres exhibited high levels of intentionality towards institutional frameworks, long-term career forethought, immediate self-reactiveness, deep self-reflectiveness, and low levels of communion. These findings shed light on men's retention in the ECEC workforce, suggesting a nuanced re-examination of the glass escalator paradigm which posits that men in women's professions uniformly tend to rise in their organisations.

Keywords: gender balance, retention, agency, communion, intentionality

## **SYMPOSIUM SET B / 4**

### **ECEC APPROACHES TO DEVELOP SOCIAL INCLUSION**

#### **Individual Papers**

CHAIR: MIHAELA IONESCU, International Step by Step Association, The Netherlands

### **Building ECEC partnerships that assist families to partake in high quality, universal, early intervention and prevention services**

KYM MACFARLANE (1&2), ELISE PARKER (2), HOLLY RYNSSENT (2) AND CHARMAINE STUBBS (2), (1) Griffith University, Australia; (2) The Salvation Army, Australia

In 2015, Griffith University in Queensland, Australia joined with The Salvation Army to form The Salvation Army/Griffith University Knowledge Partnership (KP). The aim of the KP was to promote research in the Communities for Children Logan (CfCL) project in Queensland, to inform service delivery in several nominated areas, to develop and disseminate a Framework of Practice (FoP) for soft entry, universal, early intervention and prevention (SUEIP) practice, to mentor a RHD student to identify and disseminate the story of the Facilitating Partner in the CfCL program and to evaluate the FoP. This research was intended to build on work undertaken in the 2009-2012 evaluation of the CfCL program. This research has used the work of Bronfenbrenner (1979), Vygotsky (1962) and Foucault (1981) and multiple ECEC sources, to examine particular aspects of high quality SUEIP practice and to understand how such practice plays out 'in the real' (Foucault, 1981:13). A mixed-method approach used surveys, interviews, focus groups, workshops and training to understand how high quality SUEIP practice is enacted. Ethics was approved by Griffith University as part of the research conducted by the KP team. The findings indicate that research partnerships produce high quality research that highlights important aspects of ECEC practice that are evidence-based, replicable, sustainable and socially just. Evidence based research can produce a high quality approach that informs service delivery in ECEC, in SUEIP practice and policy contexts. Implications of this research are that ECEC staff in SUEIP contexts can articulate and undertake high quality SUEIP practice.

Keywords: ECEC, soft entry, universal, early intervention and prevention, research

### **Organising for quality and inclusion: Drop-in ECECs in Norway**

ELIN BIRGITTE LJUNGGREN (1) AND BERIT IRENE VANNEBO (2), (1) QMUC, Norway; (2) Nord University, Norway

Drop-in ECECs (referred to as 'open' ECECs in Norway) are different from regular ECECs being a service to both children and parents. They are a pedagogical offer to children but shall promote social inclusion for groups at risk. They have been under the Norwegian government's scrutiny. This paper examines quality aspects that promote social inclusion by asking which organisational conditions support and build integration and inclusion in these drop-in ECECs? There is little research on the



subject. Haugset, Gotvassli, Ljunggren and Stene (2014) prove that drop-in ECECs represents something distinctive in the ECEC sector focusing on preventive health care, integration and social cohesion Policy and organisational goal are presented. Different notions of quality (Mooney 2007, Ishmine, Tayler and Bennett, 2010, Gulbrandsen and Eliassen, 2013, Sommersel, Westergaard and Larsen 2013) are used in analysing data. Research project is designed to compare and analyse ECECs that operate under different organisational conditions by choosing drop-in ECECs representing diversity of alternative programs. Data consists of field notes and in-depth semi-structured interviews with teaching staff and parents. Anonymity secured in interviews, and in any written recordings of observations. Drop-in ECECs are educational arenas that promote integration of marginalised groups in different ways related to quality discussed in the paper. We find that process quality is particularly important for social inclusion in drop in ECECs. The paper illuminates quality aspects of drop-in ECECs and the relationship between these aspects and social inclusion. Findings may inform policymakers on the issue of continued support for drop-in ECECs.

Keywords: Drop-in ECEC, quality, organisation, inclusion, qualitative study

### **An analysis of the potential of time banks to support the development of an inclusive civil society**

JULIETTE WILSON-THOMAS, Manchester Metropolitan University, United Kingdom

The aim of this research is to theorise the nature of 'civil society' in England, and its potential to facilitate the social inclusion of mothers and their children, specifically in respecting Articles 5, 18 and 31 of the UNCRC (1989). UN, Convention on the Rights of the Child, 20 November 1989, United Nations, Treaty Series, vol. 1577. This is conducted through an analysis of data collected within a Time Bank, to theorise how mothers and children are included or excluded by dominant societal structures. The research is framed by the disproportionate social exclusion experienced by women with children. The theoretical framework is feminist (Oakley, 1974), and utilises Gramsci's (1971) conception of 'civil society' as a space in which people can challenge discriminatory hegemonic structures. Gramsci, A. (1971). *Selections from Prison Notebooks*. London: Lawrence & Wishart. Oakley, A. (1974). *House Wife: High Value-Low Cost*. London: Penguin Group. Qualitative data was collected over 12 months as an active participant researcher within one time bank, and through 30 semi-structured interviews. This was analysed thematically to draw conclusions. Informed consent was gained from all participants, and careful consideration was given to power and representation. The discussion focuses on the finding that within institutionalised civil society organisations, there continues to be a negative effect on the rights of children due to the perpetuated social exclusion of women with caring responsibilities. The implications are, that governments wishing to respect the rights of children should use evidence to develop a civil society inclusive of women with children.

Keywords: social exclusion, time banks, feminist, time banks, civil society

## **SYMPOSIUM SET B / 5**

### **THE IMPACT OF BOOKS AND SHARED READING ON CHILD DEVELOPMENT**

Individual Papers

CHAIR: ROSIE FLEWITT, University College London, United Kingdom

### **Child and black childhood in children's literature at the end of the 20th century**

IONE JOVINO (1) AND ANETE ABRAMOWICZ (2), (1) Universidade Federal de São Carlos / Universidade Estadual de Ponta Grossa, Brazil; (2) UFSCar, Brazil

1. The aim is to discuss black children and their childhood representations in children's literature through research realised from 1980 to 2000 in Brazil. The research shows the absence of racial view in studies of the area as Cadematori's studies (1986), Zilberman and Lajolo (2007), or the absence of a view focusing on age about black people in children's literature as in Araújo e Silva's work (2012). Representation has been the aim of cultural studies and it will be discussed as a system of signification or attribution of meaning to people and things through language, culturally and socially constructed (Hall, 1997). The approach of children's representation and their childhood imposes a social and historical perspective. The methodologies applied will be qualitative in a social-historical perspective. One method applied will be the bibliographical survey in a specific database to research and map the theme. This research is related to a particularity in childhood studies: Recollection an analyses of productions about children In Brazil, according to Resolution 196/1996, only research that is directly involved with human beings should follow a legislation and be authorized by ethics committees. The research points out that there is a boom of children's literature from the 1990s on. It is in the previous period, in the 1970s and 1980s that representation of male and female black children in children's literature develops. The counterpoint discussion must show how it interacts with children's representation and childhood. The research points to changes in politics of books distribution

Keywords: child, black childhood, children's literature, bibliographical survey, 20th century

### **Mapping the field of personalisation in children's digital books**

NATALIA KUCIRKOVA AND ROSIE FLEWITT, University College London, United Kingdom

This study aimed to identify key personalisation features of children's digital books and the views of UK teachers and app designers on digital personalisation in children's books. Research with personalised \*print\* books has identified benefits for children's story comprehension (Bracken, 1980) but little is known of personalisation in children's digital books. The study combines multimodality (Jewitt & Kress, 2003) with developmental socio-cultural theory (Vygotsky, 1967) and builds on a comprehensive debate of children's e-reading (Sefton-Green et al., 2016). The fifty most popular (as per number of downloads from the App store) digital books for children aged 3-5 years were analysed using content analysis according to a) three levels of personalisation (high, medium and low), b) modes of personalisation (still or moving images, written words or audio) and c) any additional dimensions identified during content analysis and interviews with app designers and teachers, including use of children's drawings and pre-recorded music. Focus group interviews yielded understandings in relation to the possibilities and challenges of personalisation in children's digital books. Thematic analysis was used to interrogate the interview data. BERA ethical guidelines were followed for all interviews. Participants were free to withdraw anytime without giving a reason and all answers were anonymised. Findings offer new theorised insights by characterising novel personalisation affordances and their potential for conceptualising and evaluating children's digital books. The resultant taxonomy and theoretical framework inform current and future mapping of the children's e-book landscape, and provide a reliable system for identifying and rating salient personalisation features.

Keywords: e-reading, personalisation, digital books, apps, digital literacy

### **The role of interactive shared reading in child's storytelling**

LJUBICA MARJANOVIČ-UMEK, URŠKA FEKONJA-PEKLAJ, KAJA HACIN, TINA MERVIC AND SIMONA KRANJC, University of Ljubljana, Slovenia

The aim of our study was to analyse the relations between the quality of parent-child shared reading, child's storytelling and family literacy environment. Research shows that shared book reading is related to children's language development, both the acquisition of vocabulary, grammar and pragmatics (Robbins & Ehri, 1994, Sénéchal & LeFevre, 2002). As an intensely social activity, shared book reading provides an interactive context for children to acquire and practice developing language and cognitive competence (Neuman, 1996). The study includes both the qualitative and quantitative data, obtained by observation and by the use of standardised instruments. The sample included 20 parent-child dyads, with 5-year-old children, who were recorded during shared reading. Children's storytelling was assessed with a Storytelling Test. An invitation letter was sent to the parents, which included an explanation of the entire course of the study and the notification that they could cancel their participation at any time. Only families for which parental written consent was received were included in the study. We found that the quality of parent-child interactive reading was related to child's storytelling (the length, grammatical structure and the coherence of the story). Child's storytelling was also related to family literacy environment, namely the number of children's books at home and mother's education. The findings give an insight into the quality of the interactive reading between a child and an adult and emphasise the importance of shared reading for child's storytelling.

Keywords: storytelling, interactive shared-reading, family literacy, metalanguage, family study

## **SYMPOSIUM SET B / 6**

### **APPROACHES TO DIALECTICAL THINKING, MATHS, IMAGINATION AND MULTI-MODALITY**

#### **Individual Papers**

CHAIR: SILVIA MION, University of Padua, Italy

### **Did Matisse come to our school? - Imagination, multi-modality and children's talk in a Reception classroom**

MATILDA STICKLEY, University of Nottingham, United Kingdom

The research draws from an ethnography exploring the imaginative experiences of Reception aged children. Links between imaginative play and children's talk are discussed, employing a multi-modal perspective. The study draws on early years ethnographies, such as the work of Gussin Paley and Haas-Dyson, exploring children's own lived experiences through micro-ethnographic analysis of interaction. Following a multi-modal perspective that children's meaning-making takes place through a variety of modes, with the belief that, as Kress expresses, children: 'construct signs as plausible, apt expressions of their interest, and act transformatively on them' using what they 'have to hand' (Kress, 1997: 19, 33). This interpretative study utilises researcher reflections on field notes from an ethnographic study in an East Midlands Reception classroom. Parental consent was gained from the outset. Ongoing consent was sought from participating children, as a central part of the project's child-centred ethos. Suggestions are made that close analysis of interaction, both bodily and verbal, is a vital process in hearing and responding to young children's needs and interests. Curriculum constraints negotiated by teachers and pupils are discussed with reflection on the value of imaginative play. The study contributes to debates surrounding the formalisation of the early years and concerns over the 'squeezing out' of free play. It is useful for practitioners when considering how the curriculum can constrain, and how classroom culture 'rubs up' against policies which promote children's talk and imagination.

The research is part of a doctoral study, funded by the Economic and Social Research Council [grant number 1368023].

Keywords: children's talk, imaginative play, multi-modality, reception class, ethnography

#### **Children telling mathematical strategies at the kindergarten**

SILVIA MION, University of Padua - Department of Philosophy, Sociology, Pedagogy, Applied Psychology, Italy

The research investigates how 5-years-old children elaborate narrative and numerical solution strategies to problematic situations, involving the concept of subtraction. Narrative as a double value. It is the "narrative context" that introduces abstract mathematical concepts within stories (Zazkis, 2009), and, with a most innovative meaning, it is recognized as a cognitive tool (Stylianides & Roberts, 2012). Telling is a way to give sense to our reasoning. Narrative thinking and paradigmatic (Bruner, 1996) have complementary roles: the first can be seen as a way to support and enrich the second (Sinclair et al, 2009). The concept of subtraction is defined within differently structured situations (Nesher, Greeno & Riley, 1982, Hayloch & Cockburn, 2008). It has been chosen a qualitative research methodology: the study is conducted as a design experiment (Yackel & Cobb, 1996) integrating the constructivist and the socio-cultural perspectives. The study was presented with an informal contact to teachers and then with an official request to schools' directors. Once approved, a consent form and information sheet was provided to all the parents. During the activities children were given the opportunity to withdraw at any time. Mathematical reasoning develops as a recursive processes through different levels of understanding (Pirie & Kieren, 1989). The study is intended to offer an enlarged contextualization of the factors influencing the learning process and to a methodological-didactic perspective, supporting teachers in the design of innovative teaching contexts and acting in the zone of proximal development (Vygotsky, 1962), for the development of numerical competencies in preschools.

Keywords: didactics, mathematics, kindergarten, storytelling, design experiment

#### **The features of dialectical thinking development in preschool age**

OLGA SHIYAN, IGOR SHIIAN AND ANASTASIA BELOLUTSKAYA, Moscow City University, Russia

This research has the aims: to reveal the peculiarities of mental operating with oppositions within the preschoolers' cognitive activity, to ascertain the interrelation between the dialectical thinking and some features of creative cognitive behaviour, to elaborate the educational method of dialectical thinking development at preschoolers. Present work continues the line of the Russian research school, dedicated to the exploration of dialectical thinking, especially at preschool age (Veraksa, 2010: Structural Approach to Dialectic Cognition. Psychology in Russia: State of the Art, 3, 227- 239) Dialectical thinking is a system of mental actions that allows to solve contradictive situations through making transactions with the opposites to invent new productive ideas. 83 preschoolers (4-6 years old) took part in the survey. We used: the technique "What could be the opposite?" to measure the level of dialectical thinking, the questionnaire for the teachers to investigate the features of the creative cognitive behaviour of each child, the special system of cognitive activities to develop dialectical thinking. Pseudonyms have replaced the names of participants. All the participants were given the opportunity to withdraw from the study at any time. Many preschoolers have the difficulties with opposing the objects which don't have the antonyms, but some children are very successful, the correlations between the operating with oppositions and some creative cognitive skills are significant, amplification of dialectical thinking is possible providing the system of special tasks. The research demonstrated that elaborated educational programme amplifies the children's creative behaviour and can be used widely in educational practice.

Keywords: structural dialectical approach, dialectical thinking, preschoolers, cognitive development, education

### **SYMPOSIUM SET B / 7**

#### **SIG MULTILINGUAL CHILDHOODS: ECE TEACHER'S BELIEFS AND PRACTICES IN MULTILINGUAL CONTEXTS**

Self-organised Symposium

CHAIR: GUNHILD T. ALSTAD, Inland Norway University of Applied Sciences, Norway

The importance of early childhood experiences with language, and in particular for multilingual children, are widely recognised. Early childhood teachers play a pivotal role in providing language learning environments in ECEC (ECEC). The research field on teacher beliefs and teacher thinking is growing and gives insightful knowledge about important conditions for educational practices. Previous studies of language teacher beliefs point out that both students' age and institutional context shape teacher beliefs and classroom practice. However, little is known about early childhood teachers' concepts of facilitating multilingual development in European ECEC contexts. The papers in this symposium focuses on teachers and their beliefs and analysis on their own educational and linguistic practices in different multilingual ECEC contexts, including Malta, Sweden and Norway.

### **Preschool bilingual education in Malta: The realities and the challenges**

CHARLES L MIFSUD (1) AND LARA ANN VELLA (2), (1) University of Malta, Malta; (2) National Literacy Agency, Malta

Our study sought to investigate how the beliefs of two early years teachers in Malta about early bilingual education related to their practice and how they mediated their children's use of language. Teachers adopt language mediation strategies to encourage children to produce the second language (Södergård, 2008, Schwartz & Asli, 2014, Hickey et al., 2014, Palviainen et al., 2016). We worked within the tradition of ethnographic research of language practices in schools and bilingual language practices in teacher-student interactions. We carried out teacher interviews to study the teachers' beliefs, and classroom observations to investigate the use of language mediation strategies in kindergarten classrooms. We conducted a thematic analysis of the interview data. Bilingual teaching strategies were framed within teachers' beliefs and the wider sociolinguistic processes. A comparison was made between the two teachers. The study received clearance from the University of Malta Research Ethics Committee in 2016. The observed strategies are discussed in the light of the themes emanating from the interview data and with reference to the wider sociolinguistic implications of the Maltese context. We hope that the findings will increase knowledge about what happens in preschool classes in bilingual societies, like Malta and enlighten language in education policy-making in Malta.

Keywords: preschool, bilingual education, language mediation, teacher-child interactions, sociolinguistic context

### **Social language environment - Multilingual children's conditions to learn Swedish in Swedish preschools**

MARTINA NORLING, School of Education, Culture and Communication, Sweden

The overall aim is to develop strategies and knowledge about multilingual children's conditions to learn Swedish as well as emergent literacy skills in Swedish preschools. The aim is also to develop and pilot-test the analysis tool, Social Language Environment - Domain, SLE-D (Norling, 2015). Previous studies have investigated preschool staff approaches regarding the emergent literacy environment (Girolametto et al., 2007, Harle & Trudeau, 2006, Jacobs, 2004). However, research investigating preschool staff's descriptions of how they support multilingual children's emergent literacy processes, as well as approaches in the social language environment, is lacking. The analysis of data is based on theoretical foundations of bioecological and sociocultural theory (Barton, 2007, Bronfenbrenner, 1999, Vygotsky, 1962). The research project is carried out in collaboration between researcher and twenty four preschool teachers in Sweden. The development project has a mixed methods design where the preschool teachers participate in circle groups as well as scoring eighteen emergent literacy dimensions. The study was carried out in accordance with the ethical principles of social sciences research (Ministry of Education and Research, 2003:469). Preschool teachers were personally and written informed about the research project and relevant ethical considerations. Results regarding preschool staffs scoring, analysis and priority dimensions of language learning conditions for multilingual children in Swedish preschools will be presented. This paper will contribute better understanding, how preschool teachers develop didactic as well as constructive strategies regarding multilingual children's conditions for literacy learning in Swedish preschools.

Keywords: preschool, preschool teachers, multilingual children, emergent literacy, social language environment

### **Challenging teachers' concepts of 'language' in multilingual ECE education and teacher education**

GUNHILD T. ALSTAD, GUNHILD T. RANDEN AND SOLVEIG FREDRIKSEN AASEN, Inland Norway University of Applied Sciences, Norway

The overall purpose of this study is to contribute to our understanding of in-service ECE teachers' notions of 'language', related both to multilingualism and to language teaching for very young language learners. Prior studies have discussed what teachers need to know about language (Bredekamp, 2002, Wong-Fillmore & Snow, 2002). Several researchers have pointed out how teacher beliefs are closely related to teaching (i.e. Borg, 2006), however with a little extent with focus on ECE contexts. The study is conducted within the theoretical framework of teacher language cognition and beliefs (Andrews, 2008, Borg, 2008), related to monoglossic or heteroglossic norms of multilingualism (García, 2008) and contextualized/decontextualized language use and degrees of cognitive demands (Cummins, 2000). The data in this qualitative action research study consist of in-depth interviews with three in-service teachers, their written exercises and video-recorded observations of teacher-child interactions. Informed consent was obtained from all participants. Pseudonyms are used. All participants were given the opportunity to withdraw at any time. One assumption challenged by the teachers, was the "simple language-assumption", involving naming of objects and contextualized language, opposed to a more complex view on the notion 'language' involving cognitively demanding of decontextualized language use in role play, philosophical conversations and storytelling. However, the monoglossic assumption was less contested. The teachers referred synonymously to 'language' and the specific language (Norwegian), not 'language' in a generic/multilingual sense. The findings are used to discuss how pre-service and in-service teachers' 'notions of 'language' are important premises for both teacher education and professional development.

Keywords: multilingualism, language, teacher beliefs, teacher education, second language teaching

## **SYMPOSIUM SET B / 8**

### **YOUNG PARENTS, GRANDPARENTS AND PARENTAL AGENCY**

#### **Individual Papers**

CHAIR: PAT BECKLEY, Bishop Grosseteste University, United Kingdom

#### **Social processes among parents and grandparents in Italian centres for children and families**

ISABELLA DI GIANDOMENICO, Institute of Cognitive Sciences and Technologies - National Research Council, Italy

The study analysed the interactions among adults accompanying their children to Centres for Children and Families (CCF), the analysis was also focused on parents' and grandparents' different social behaviour in CCF. Previous research showed that CCF which aim to provide young children with experiences of peer interaction and play can serve also an important social function towards adults caring for them (Musatti, 2015, Neyrand, 1995, Vandenbroeck, Boonaert, Van der Mespel & De Brabandere, 2009). The study refers to ethnographic studies on social behaviour in urban context (Augé, 2015, Geens & Vandenbroeck, 2013, Soenen, 2006). The study is based on ethnographic notes, collected during a whole opening session of 40 Centri per bambini e famiglie (CCF) in Italy, and focus-group interviews carried out with the CCF's professional staff. The professional CCF staff was informed and consented to be observed and interviewed. Families' privacy was guaranteed by respecting their anonymity. The analysis highlighted that both parents and grandparents appreciate the opportunity to meet other adults within the CCF and share the experience of childcare with them. The study confirms the need for new policies directed to families with young children.

Keywords: social processes, parenting, grandparenting, centres for children and families, social support

#### **Parents' agency in educational partnership and related emotions identified in the interviews of parents having a child with difficulties in self-regulation**

ERJA RAUTAMIES, University of Jyväskylä, Finland

This study aims to reach new understanding of parental agency in educational partnership and to identify emotional aspects of identified agencies. Parents are seen as active agents in Finnish ECE settings. Successful educational partnership includes both partners' commitment (Blue-Banning et al., 2004). Parents' active agency is especially important when working with parents of children who have social and emotional difficulties and problem behaviour (Webster-Stratton & Reid, 2010). Agency means to exert influence in social situations (Giddens 1984). Agency in this study means parents' behavioural and communicational activities on behalf of their child in relationship with educators. 23 parents of children with difficulties in self-regulation were interviewed and analysed by utilizing narrative methods (Riessman, 2008). Participation to the study was voluntary. The parents were informed about the aim and ethical guidelines like confidentiality and sensitivity of the study before the interviews. The parents, children, educators and a daycare centre will not be identified in the reports of this study. A rich variety of pleasant and unpleasant emotions like joy, gratefulness, anger, shame and guiltiness were related to active and hindered parental agencies. This study aims to reach a new understanding of parental agency and emotions related. Especially this study emphasizes the meaning of listening to the experiences of parents when supporting active parental involvement in ECE contexts (e.g. Knopf & Swick, 2007, Zellman & Perlman, 2006). The practical implications of the results of the study will be discussed.

Keywords: educational partnership, emotions, narrative research, parental agency, self-regulation

#### **Young parents, babies and early childhood: Leaving care and coping?**

PAT BECKLEY, Bishop Grosseteste University, United Kingdom

The research aimed to explore ways young parents could achieve successful developmental outcomes for themselves and their babies and children through participation in a music group designed for them. According to Owen-Jones et al, 2013, (BMC Paediatrics, Open Peer Review) children born to teenage mothers have lower birth weights, exhibit higher mortality rates, and are more likely to suffer accidents. They do worse educationally, experience more emotional and behavioural problems, and are more likely to become teenage parents themselves. Music, it could be argued, is a way of knowing and a basic skill. Many theorists, including Gardiner (1983) and Armstrong (1994/5) emphasise the importance music has in supporting the development of cognitive skills and as a means of communicating socially. The qualitative methodology within an interpretative paradigm, contained methods including interviews from young parents organised throughout the scheme accessed and observations of their participating children and babies. The parents and, where applicable, their living place lead, consented for the study to be undertaken. Babies and young children were not disadvantaged through participating. Parents gave their consent for interviews and observations to take place. The research findings included a strengthening of bonding between parent/ child practising the activities and a growth of self-esteem, which promoted an ability to cope with challenging situations faced in the many changes they experienced. It was apparent that facilities for young parents and their children to meet and share experiences through a music medium was highly beneficial and had wider implications for the participants wellbeing.

Keywords: parents, babies, early childhood, pregnancy in adolescence, group support, music, creativity and friendship, personal stability for success

## **SYMPOSIUM SET B / 9**

### **STEM: TEACHERS' PEDAGOGY AND PERSPECTIVES**

Individual Papers

CHAIR: ANNIKA ELM, University of Gävle, Sweden

#### **Early childhood STEM: Pedagogy and practices**

CORAL CAMPBELL (1), CHRIS SPELDEWINDE (1), AMY MACDONALD (2), AND CHRISTINE HOWITT (3), (1) Deakin University, Australia; (2) Charles Sturt University, Australia; (3) University of Western Australia, Australia

The aim of the research survey (2016) was to examine how Science, Technology, Engineering, and Mathematics (STEM) education is embedded in early childhood (EC) educators' programming and planning, pedagogy and knowledge. Research (Ricks, 2013) signals that laying foundations for future STEM learning needs to occur in EC years, as meaningful STEM experiences have been found to increase young children's STEM self-efficacy and early development of understandings (Hunting, Mousley, & Perry, 2012). EC STEM pedagogies are informed by play-based EC education pedagogies and will be interrogated through an Intentional Teaching lens to understand educators' STEM teaching approach. The Intentional Teaching Framework (Campbell & Williams, 2011) considers a spectrum of child-teacher instigated STEM activities. An online qualitative survey (Milford & Tippett, 2015), was used, consisting of 10 questions relating to understandings of STEM pedagogy and practice. A thematic analysis was undertaken, where responses were scrutinised for common themes (Khan & Van Wynsberghe, 2008). Participant anonymity was required and the online survey software had embedded consent documentation which required acknowledgement prior to question access. Without consent acknowledgment, the survey would default to its end. 25 educators acknowledged that STEM formed part of their program. STEM was embedded in regular program planning and supported by intentional planned activities. STEM pedagogies included: working with children's interests, their prior understanding and learning through play pedagogy. Findings from this research will help to articulate the early STEM learning foundations and can assist EC educators to better understand STEM pedagogy and methods to engage children in STEM learning.

Keywords: ECE, STEM education, pedagogy and practice, survey, Australia

#### **Development of the LuPE-teacher education concept for early childhood scientific literacy**

JOANA WOLFSPERGER, DORIS DREXL AND EVA BORN-RAUCHENECKER, German Youth Institute (DJI), Germany

The LuPE-project develops, evaluates and implements in collaboration with 12 selected professional schools a training concept for the professional education of aspiring ECEC-teachers. Although German ECEC-professionals emphasize scientific literacy (Steffensky et al., 2012), only further trainings to strengthen the competencies in scientific education for ECEC-teachers but no concepts for integrating early scientific education in the national and regional professional curricular have been developed (Zimmermann et al., 2015). The promotion of children's early scientific literacy requires a transformation of competences of ECEC-professionals, including a change in their attitudes to natural sciences and a development of their abilities to observe, interact, and reflect enabling them to build on children's individual interests, needs and strengths (Spindler & Berwanger, 2011, Zimmermann et al., 2012). Starting in 2014, the LuPE-concept has been developed in cooperation with 23 professional teachers and the ministries of education (Bavaria, North Rhine-Westphalia and Thuringia). Its suitability and usability was formatively evaluated using different questionnaires and group discussions and involving both, professional students and their teachers. Following ethical principles of APA, all participants obtained consent forms containing details of research processes and confirming confidentiality. The dissemination of the LuPE-concept has already started in the three participating federal states and will be continued in further federal states. An official LuPE-manual will be published in 2018. It is necessary to investigate whether the LuPE-concept's goal to permanently change the ECEC-teachers' handling of scientific education and as a consequence their sensitively supporting children's interest in scientific questions is reached.

Keywords: professional ECEC-apprenticeship, scientific literacy, quality of ECEC, ministries of education, professional schools

#### **Less is more - Early childhood teachers' pedagogical content knowledge in science and technology**

ANNIKA ELM, University of Gävle, Sweden

The aim is to contribute to a deeper knowledge of early childhood teachers' Pedagogical Content Knowledge (PCK) when science and technology are addressed in activities in preschool. Previous research has identified lack of possibilities for science and technology learning in early childhood environments but the research does not go far enough in investigating programs for developing early childhood teachers' science pedagogical content knowledge. In order to achieve professional learning, early childhood teachers need to be supported with learning activities based on their learning needs which enable them to become more perceptive to the complexities, possibilities and nuances of teaching contexts in preschool. The project is based

on Participatory Action Research (PAR). Within PAR is the interaction between research and the practice field an important factor to promote each other's work and goals. Furthermore, Schulman's (1986) theoretical perspectives that treat teachers' knowledge, Pedagogical Content Knowledge (PCK) is in focus. This research is based on a qualitative methodology and CoRe design. Data consist of produced CoRes and semistructured interviews. Different components were inductively identified through content analysis. All participants were informed of ethical considerations. Early childhood teachers began to focus on what matters in a content area and to teach in a way that have a clear focus. This process helped them developing a conceptualization of the subject area, both for themselves and the children. Observations could have provided a deeper knowledge of how the use of CoRe can contribute to preschool teachers' PCK and professional learning.

Keywords: content representation, ECE, pedagogical content knowledge, professional learning, science and technology

#### **SYMPOSIUM SET B / 10 - CANCELLED**

PLAY: NARRATIONAL, PRO-SOCIAL AND EMOTIONAL

## **SYMPOSIUM SET B / 11**

### **RE-FIGURING PLAY: MATERIAL ENGAGEMENTS**

#### **Self-organised Symposium**

**CHAIR:** IAN BARRON, Manchester Metropolitan University, United Kingdom

International policy reflects neoliberal concerns with school readiness in the development of human capital. This symposium considers ways in which an innovative professional development project in North-West England, 2-Curious (2013-16), used post-humanist (Braidotti 2013) and socio-cultural perspectives (Holland et al 1998) as provocative responses to calls to give children 'the best possible start in life and the support to fulfil their potential' (DfE 2014: 5). The three papers examine how the thinking and provision have developed since the end of the project's initial phase, drawing on interviews with staff, work with parents and data from the first few months of a two-year longitudinal study of the two-year-olds in one of the settings. Together, the papers explore the potential of the project's alternative approaches in seeking to resist reductionist accounts of quality in pursuit of others which are more socially and culturally diverse, sustainable and inclusive.

#### **Being and becoming: Refiguring material practices**

IAN BARRON (1), MARTIN NEEDHAM (1) AND LISA TAYLOR (2), (1) Manchester Metropolitan University, United Kingdom; (2) Martenscroft Nursery School & Children's Centre, United Kingdom

The paper emerges from the 2-Curious Project, which seeks to trouble and resist reductionist neoliberal policy conceptualisations of young children in terms of future human capital. We seek to explore the space for participation to support 'being' as well as 'becoming', in response to Campbell-Barr and Nygård's concern (2014: 355) that neoliberalism constructs a 'particular view of childhood where children are becoming rather than being'. Our conceptual framework brings together socio-cultural (Holland et al, 1998, Rogoff 2003) and post-humanist (Braidotti, 2013) perspectives. The paper's focus is a series of video-recorded and transcribed interviews with staff from two of the settings, conducted six and 12 months on from the project, as they reviewed and reorganised their two-year-old provision. Participant briefing and informed consent forms were completed. Ethical approval was sought and granted by the university. Interview participants were reminded they could decline to answer questions, stop the interview, or withdraw at any time. Interview transcripts were shared with the participants for approval and the level of anonymity agreed. Archived materials will be reviewed after five years and deleted if the project is no longer active or a review date will be set if still active. The interview findings illuminate the complex ways in which policy imperatives, theoretical ideas, practitioners, children and their families are constantly in a complex place of struggle with each other as they seek to refigure material practices. Refiguring such practices is conceptualised as enabling a space to shape more inclusive and sustainable early childhood practices.

**Keywords:** two-year-olds, human capital, socio-cultural theory, post-humanist theory, participation

#### **Telling "lively stories": Slow research into being two**

CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom

This paper reflects on an on-going longitudinal study of a government funded two-year old class in inner-city Manchester. I am researcher-in-residence once a week, occupying multiple roles, documenter, participant, as well as researcher. I am interested in how "intra-actions" (Barad, 2003, Angaard 2016) between children, materials and space offer a place to work



with theories that de-centre humans and give bodies and materials agency. This also follows Horton and Kraftl's (2006) call for "slow research". Building on Angaard's (2016) recovery of the senses as children respond to the material in playful encounters, I aim to tell what Blaise et al call "lively stories" of common worlds (2016). I re-conceptualise sensorimotor play through its Piagetian hauntings. While the sensory continues to configure nursery space, where sand and water trays are essential ingredients room layouts, paradoxically, the play that unfolds in these areas is often overlooked unless tethered to learning curriculum outcomes. Following a posthumanist paradigm, through visual ethnography, this study attends to "what children and material do together", rather than "what children do with material" (Angaard, 2016). Further to informed written consent, the concept of assent (Flewit 2005) underpins this research. This ongoing ethical re-negotiation between participants recognises non-verbal communication and shifting dynamics. My intention is to open a discussion about the role of the material and spatial in animating children's bodies. Seeking out what Manning calls "minor gestures" (2016) I hope to de-individualise sensorimotor encounters in order to mobilise the vitality of the environment and the undefinable pleasure of play.

Keywords: sensorimotor, play, slow research, posthumanist, lively materialism

#### **Reconfiguring the learning environment for children aged two**

MARTIN NEEDHAM (1), IAN BARRON (1), CHRISTINA MACRAE (1) AND LISA TAYLOR (2), (1) Manchester Metropolitan University, United Kingdom; (2) Martenscroft Nursery School, United Kingdom

This project explores how the physicality (Braidotti 2013) of the preschool learning environment is considered in the framing of activities and interaction for children aged two. Rogoff (1990) uses sociocultural ideas to focus attention on how shared thinking is developed between adults and children aged two. She explores how a shared understanding of purposefulness in activity is developed. The paper examines how intersubjectivity, shared inter-personal understanding (Rogoff, 1990), might be further informed by the consideration of figured social worlds, which analyses social models of the preschool practitioner and the young learner (Holland et al., 1998). A sociocultural approach (Hedegaard and Fleer, 2007), is used to investigate practitioners' assessments of their learning environments. Learning-walk interviews are used to reflect on children's engagement with adults in different areas of their preschools in the light of university workshops and theoretical discussions. Exploring the affordances of theoretical ideas for the practice environment, requires an openness, honesty and objectivity in reflecting on the personal influences and understandings. The paper considers the benefits of and ethical challenges of developing an extended relationship between university researchers, practitioners and parents. The difficulties and value of translating theory into practice are discussed in detail illustrating the problems of creating a space where ideas can be modelled and honestly evaluated. This project illustrates the value of developing an extended dialogue to explore the accessibility and practicability of ideas in preschool practice and university teaching.

Keywords: learning environment, figured worlds, interactions, sociocultural, two-year-olds

### **SYMPOSIUM SET B / 12**

#### **FAMILY CHILDCARE: COMPARATIVE POLICIES AND POLICYMAKING**

Self-organised Symposium

CHAIR: LINDA WHITE, University of Toronto, Canada

Vastly different regulatory regimes regarding family childcare (FCC) exist in European and North American countries of Canada and the United States (USA). While parents may use some form of informal childcare in European countries, the kind of legal unregulated FCC as permitted in Canada and the USA is rare in Europe. This symposium will examine the various regulatory regimes found in European and North American welfare states to track this variation and explore reasons for variation.

#### **Risk perception, regulation, and unlicensed childcare: Lessons from Ontario**

MICHAL PERLMAN, LINDA WHITE, ADRIENNE DAVIDSON AND ERICA RAYMENT, University of Toronto, Canada

In 2014, Ontario, Canada updated its childcare legislation. We explore why, despite coinciding infant deaths in Family childcare (FCC), the Province allowed some FCC to remain largely unregulated in a sector that is otherwise highly regulated. Very little literature exists on unlicensed FCC in Canada and elsewhere (Walker, 1992). Some literature exists on risk perception/regulation (Slovic and Peters, 2006) but, as our literature review reveals, not in the area of FCC. Drawing on the risk perception literature (Kahneman and Tversky, 1981), we analyse perceptions of risk in unlicensed FCC. We conducted: a jurisdictional scan of regulatory regimes in FCC compared to other sectors, key informant interviews with officials, and systematic content analysis of debates over the new legislation that allows FCC to continue to operate with little oversight. We coded for support/opposition of regulation and the rationales provided. To avoid potential risk to the key informants we interviewed (government officials) we ensured that their input is non-identifiable. We find that FCC remains under-regulated given health and safety risks to the vulnerable population served. Content analysis of legislative debates and committee testimony reveal the predominance of political concerns (e.g., cost of licensing) and choice over quality and safety. Opponents argued that infant deaths were due to government failure to develop and enforce existing regulation. Government party

members argued that new legislation that remains largely complaints based would suffice, so licensing could remain voluntary. We argue that tighter regulation and enforcement are needed to reduce risk in FCC.

Keywords: risk perception, licensing, regulation, childcare, legislation

#### **The political paradox of family home childcare: Evidence and ideology in Manitoba, Canada**

SUSAN PRENTICE (1), MATTHEW SANS CARTIER (2) AND TRACEY PETER (1), (1) University of Manitoba, Canada;  
(2) Carleton University, Canada

Paradoxically, in Manitoba both conservative and social democratic parties prioritise family home childcare. This paper critically assesses evidence related to quality, as well as care providers that underlies their political support. There is scant Canadian research on structural quality and evidence in family home childcare (Doherty et al, 200, Ferns & Friendly, 2015). The quantitative analysis of structural quality in family home childcare is approached through a political economy lens, prioritizing evidence related to users (parents and children) as well as providers. The paper explores regulated features of structural quality, drawing on provincial Annual Reports (2001-2015) and univariate, bivariate and multivariate analyses of provincial administrative data (2004-2013). This study uses public anonymized administrative data collected by government as well as data provided under a data agreement. All variables are included for analysis. Among other findings, the annual closing rate is 13.7 percent, meaning turnover is high. Across Manitoba there is wide variation in the rate of provision by trained early childhood educators. Homes where the provider takes care of her own children close at higher rates than homes where the provider has no children. Evidence shows that family home childcare does not provide inexpensive, quality, and reliable care for children and their parents, undercutting conservative rationales. The sector does a poor job of providing good employment and work-family balance for family home care providers, contradicting a main plank of social-democratic support. Shared ideological preferences and economic assumptions mean the provincial policy architecture is unlikely to be redesigned, notwithstanding electoral change.

Keywords: family home childcare, Manitoba, Canada, work-family reconciliation, public policy, political ideology

#### **Family home childcare in France and Germany: Explaining differences and similarities**

JEANNE FAGNANI, CNRS / IRES, France

The share and quality of centre and family based childcare in European countries varies, as do rates of 'working mothers.' This study compares national institutional, economic and social contexts of childcare policy in France and Germany. Germany - which endorsed the "male breadwinner" model into the late 1990s - has recently undergone significant reforms that have contributed to the higher participation rate of mainly part-time working mothers (Fagnani 2007). Germany relies mainly on subsidized childcare centres, where the majority of preschoolers are cared for. France has a complex combination of subsidized centre- and home-based arrangements, but registered childminders represent a major contribution to the supply of childcare services. Despite recent increases in its supply of childcare, Germany still lags far behind France (Fagnani 2012). I analyse what was at stake when recent reforms were introduced in both countries. I undertake comparative national case study analysis of family home childcare. In France, I used public policy data complemented by a quantitative survey (by mail, to 1,600 respondents) and 21 semi-structured in-depth interviews, and in Germany I used public policy data and undertook an extensive literature review on these topics. Interview respondents were informed of study purpose, signed consents forms assuring anonymity and confidentiality, and agreed to be recorded and transcribed. Survey responses are fully anonymized. The quality of care provided by family home childcare in Germany is more problematic than in France. While France and Germany share common problems, they opt for different policy solutions.

Keywords: France, Germany, working mothers, family home childcare, registered childminders

### **SYMPOSIUM SET B / 13**

#### **ADDRESSING QUALITY IN ECE**

##### **Individual Papers**

CHAIR: JENNA RUSSELL, Barnardos Brighter Futures, Ireland

#### **Educational advisors as leaders of quality improvement - Results from a qualitative interview study with educational advisers in Germany**

ITALA BALLASCHK, Freie Universität Berlin, Germany

Aim was to investigate how educational advisors of day care settings perceive their role as leaders of quality improvement and how they deal with the issue of children with flight experiences in their daily work with collegial teams. Research shows that leadership plays a pivotal role in the functioning and developing of an organisation especially for quality improvement (Yukl, 2002). However, little is known about which aspects of leadership are necessary for quality improvement in ECE. Currently, day care settings in Germany, but also other European countries, are undergoing a change. There is an increasing number of children with migration background and the experience of flight. The German initiative program "Early Chances"

focus on this issue. Nationwide about 3.400 day care centres are supported with additional educational advisors to improve quality by initiate team development. Advisors should act as leaders to professionalize teams. The current study follows a qualitative interview approach (episodic interview, Flick, 2014). The sample of 15 educational advisors was drawn from the evaluation study of the German national initiative "Early Chances". All interviews were conducted voluntarily and data have been anonymized. Interviews illustrated that a professional self-conception as a leader of quality is still lacking. Educational advisors speak about the importance to sensitize pedagogical staff children with flight experiences, but do not have professional strategies to improve the teams in that way. Results show that there is a need for structural change in favour of leadership strategies for quality improvement (Ballaschk & Anders, submitted).

Keywords: leadership, educational advisors, day care settings, quality, flight experience

#### **Addressing quality in childcare: A case study of a community wide approach to improving outcomes for children in a disadvantaged area**

JENNA RUSSELL (1), SHIRLEY MARTIN (2) AND BRAEDON DONALD (3), (1) Barnardos Brighter Futures, Ireland; (2) University College Cork, Ireland; (3) Young Knocknaheeny ABC, Ireland

I will explore the approach and impact of the Young Knocknaheeny Area Based Childhood Strategy on the early years services in a disadvantaged community. This strategy provided a mechanism, structure, and resources to support quality improvements using both individual and community wide approaches. Evidence was used to inform practice implementation. The Effective Provision of Preschool Education (EPPE) project (Sylva et al., 2004) showed the importance of preschool in countering the impact of disadvantage on children being school ready. The settings chosen were diverse in their pedagogical approach, and context, these included a Montessori centre, a school early start, a targeted early intervention centre, and community preschools using a play-based approach. A coordinated and collaborative process was used in engaging practitioners. A comprehensive baseline of quality was taken across all centres using ECERS and ITES Environment Rating Scales. Evaluation of the impact of the approach has remained central to the work. Ethical concerns were explored with the research stakeholders group and addressed via processes and safeguards to protect the community, children, and practitioners engaged in the programme. The ECERS and ITES baselines showed conditions were sub-optimal in all centres. In response, a strategy was enacted to address issues, including curriculum training, mentoring, environmental enhancement, focused speech and language supports, and management supports. Ongoing supports are needed to maintain quality improvements, and recommendation for policy and practice to allow this will be made. Similar processes are required to improve quality provision of ECE in disadvantaged communities in Ireland, this will be explored.

Keywords: quality improvements, disadvantaged area, community wide approach, children's development, evidence

#### **Quality in ECE: Insights from teachers**

RAHIME COBANOGU (1), YESIM CAPA AYDIN (2) AND ALI YILDIRIM (2), (1) Sinop University, Turkey; (2) Middle East Technical University, Turkey

This study aimed to explore the essentials of high quality ECE (ECE) and barriers to effective teaching from the perspective of preschool teachers. Thus far, there have been intense efforts in the literature to define what is good for young children (e.g., Ceglowski, 2004, Cryer, 1999, Dodge, 1995) and to explore the factors that influence classroom quality in ECE (e.g., Mims et al., 2008, Pianta et al., 2005, Scarr et al., 1994). This study is based on the postmodernist view that values plurality and subjectivity in the conceptualization of quality in ECE (Dahlberg et al., 1999) and examines quality from inside by gathering the opinions of teachers (Katz, 1993). In this phenomenological inquiry, data were collected via semi-structured individual interviews with eleven teachers that had B.S. degrees in an area related to ECE. Maximum variation was met in the sample regarding experience in teaching and districts teachers work in. Content analysis was used in data analysis. Interviews were recorded only if the participants gave the permission. The data were kept confidential and used only for research purposes as part of ethical considerations. Some elements of high quality ECE emphasized by preschool teachers included child-centred education, focus on the social-emotional development of children, parent involvement, a well-equipped learning environment, and continuous professional development of teachers. The main barriers to effective teaching pertained to the view of parents on ECE, work conditions, and teacher qualifications. The results of this study provide implications regarding how to design and improve ECE.

Keywords: quality, components of quality, teacher beliefs, barriers to quality, phenomenological study

### **SYMPOSIUM SET B / 14**

#### **CHANGED CONDITIONS FOR PROFESSIONAL LEARNING?**

Self-organised Symposium

CHAIR: GERD SYLVI STEINNES, Volda University College, Norway

This symposium aims to discuss changes on multiple levels in the Norwegian Kindergarten Field, related to consequences for professional learning for kindergarten staff. Based on three ongoing research projects we are focusing on changes in the

Kindergarten Teachers education, changes in staff composition and changes related to assessment of children's development and wellbeing, as formulated in the framework plan for the content and tasks of Kindergartens. The teacher education has been subject for major changes in the last years and a revised Framework plan for kindergarten is in the process of being approved by the government. We will discuss conditions for professional learning in Kindergarten Teachers education and in Kindergartens. Staff competence is a key feature in order to advocate for quality in early childhood services and for promoting social justice, solidarity and economic progress. Data was collected mainly through interviews and document studies.

### **Coherence or fragmentation in kindergarten teacher education? Consequences for professional learning**

GERD SYLVI STEINNES, Volda University College, Norway

Norwegian Kindergarten teacher education has recently been a subject for major changes. The research project Teachers' Professional Qualifications, is studying teacher educators', students' and newly graduated teachers' perceptions of important elements in professional qualification through teacher educational programs, with a special attention to coherence. We are asking how the different groups understand professional learning, and how the educational program is supporting such learning. The Norwegian Agency for Quality Assurance in Education has especially pointed to challenges related to fragmentation of the educational program. The study presented is part of a research program on teacher education in Norway, funded by the Norwegian Research Council. A main challenge in teacher education has been to integrate theory and practice. Korthagen (2006) emphasizes the significance of integration of these elements. Hammerness (2012) presents three key features undergirding powerful teacher educational programs. They need to promote a clear vision, be coherent, reflecting shared understanding of teaching and learning among faculty and students, and provide opportunities to learn that are grounded in teaching practice. Individual interviews and focus group interviews are conducted with teachers and students in kindergarten teacher education, and newly graduated kindergarten teachers. Norwegian Social Science Data Services (NSD) approved the study and the investigation has been conducted in accordance to institutional procedures regarding anonymity and research ethics. The informants experience a high degree of fragmentation, a lack of shared vision within the program, and a gap between theory and practice elements. The project aims to reveal challenges in education of kindergarten teachers.

Keywords: kindergarten teacher education, professional learning, coherence, vision, teaching practice

### **Assessment as a basis for professional learning**

LIV TORUNN EIK, University College of Southeast Norway, Norway

The informants in this ongoing project are kindergarten teachers in two different Norwegian kindergartens. The research aims are to develop knowledge of processes, methods and justifications in assessment of children's wellbeing and development and to strengthen the language of kindergarten teachers related to assessment of children's wellbeing and development. The project has relations to previous research work on professional learning of kindergarten teachers (Eik, Steinnes & Odegard, 2016) and to our doctoral thesis (Odegard, 2011, Eik, 2014, Steinnes, 2014). Theoretical framework consist of social-cultural learning theory (Säljö, 2001) and theories on professions with special focus on professional judgement (Molander & Terum, 2008, Molander, 2013). Key concepts are inspired by research projects on assessment of children's wellbeing (Koch, 2012, Dahle et al., 2016) and of children's development (Andenaes, 2012). The project is grounded in a social constructivist paradigm and has a qualitative methodology including focus group interviews and dialogue seminars. National ethical guidelines in Norway are followed. The informants applied to join the project and gave their informed consents. Procedures for anonymity have been strictly followed. Preliminary results have been discussed with the informants in dialogue seminars. Assessment seems to highlight justifications and professional judgement and leads to focus on both the children and the context in kindergartens. Resistance against testing of children's development in kindergartens seems to prevent a more systematic approach to assessment in one of the kindergartens. Assessment requires cooperation and discussions among kindergarten teachers, which seems to create unique possibilities for professional learning.

Keywords: assessment, professional learning, professional judgement, wellbeing, children's development

### **Leadership in professional learning communities**

ELIN ØDEGÅRD, University of Stavanger Centre for Learning Environment, Norway

The objective of this action research (2013 - 2016) was to investigate how professional mentoring can be tool for leadership in learning communities. The study builds on my PhD, Newly qualified kindergarten teachers' competence building (2011), research on professional learning of kindergarten teachers (Eik, Steinnes & Odegard, 2016) and research on professional learning, leadership and mentoring (Eraut, 2004, Spillane, 2006, Bjerkholt, 2013). The project is framed by social-cultural learning theory (Säljö, 2001, Wertsch, 1991, 1998). The leadership theories are rooted in relational, distributed and interaction perspectives (Spillane, 2006, Pascal, 2008, Ødegård & Røys, 2013) and the concepts are mentoring, legitimacy and loyalty (Bjerkholt, 2013., Suchman, 1995., Coleman, 2009) This action research paradigm is social constructivist, the methodology is qualitative and methods are observation and interviews. Norwegian Social Science Data Services (NSD) approved the study and we followed procedures regarding anonymity and research ethics. Ethical concerns are taken care of by discussing ethics in general and by discussing preliminary results with the informants in dialogue seminars. The conditions for professional work are changing and a new framework plan demands competence building of the staff. It seems that leadership is a key factor in the process of building professional learning communities in kindergarten. Findings show that formal mentoring session is a tool for competence building, but the mentors have to have formal mentoring education and

the leaders have to follow up the process building learning communities. Results from the project may affect the implementation of the framework plan for Kindergarten 2017.

Keywords: leadership, mentoring, implementation, learning communities, professional learning

## **SYMPOSIUM SET B / 15**

### **OUTDOOR PLAY AND LEARNING SIG: DESERT AND ARCTIC ENVIRONMENTS**

Self-organised Symposium

CHAIR: EVA ÄRLEMALM-HAGSÉR, Mälardalen University, Sweden

In this symposium, you will learn about the outdoor play and learning projects occurring in environments that are less familiar to some. The research presented arises from both the Arctic regions of northern Europe and the deserts of Western Australia. From a Sámi kindergarten we learn about children's participation in reindeer herding and livelihood experiences. Jannok Nutti applies Indigenous methods to the investigation of materiality and the role of the physical environment in shaping children's interactions and play. Fasting and Høyem explore outdoor play in the Arctic and Norwegian wintertime, asking questions about parent participation and managing risk in the mountains and on the coast. Analysis provides insights into ways that children can be equipped to play in extreme temperatures and risky environments. Lee-Hammond and Jackson-Barrett present work from the Australian desert in their presentation about Aboriginal children and Elders connecting to the outdoors through cultural experiences.

#### **Outdoor reindeer herding livelihood activities in Sámi kindergarten**

YLVA JANNOK NUTTI, Sámi University of Applied Sciences, Norway

Sámi kindergarten children participate in reindeer herding livelihood activities at different arenas at the kindergarten. The aim of this research paper is to explore how the physical environment influences teachers and children's engagements and enables children to interact in activities and play. Previous work has examined place and found a significant relational connection between people practical engagements in their environment (Ingold, 2000). Place and materiality are analysed through a theoretical framework based on socio-cultural perspectives. Ethical considerations are taken on basis of indigenous research methodological framework. Methodologically this study is based on ethnographic fieldwork with a group of children and educators in a kindergarten in Norway.

The main findings of this study describe how kindergarten children act and play, and how materiality interplay with the actors involved. Knowledge is created among subjects participation. I regard place, materiality, and outdoor livelihood activities as essential for children and educators' interaction, engagements, and children's play in peer groups inside at the kindergarten.

Keywords: Sámi, reindeer herding, indigenous research, place, materiality

#### **Wintertime in kindergartens in the arctic and Norway**

MERETE LUND FASTING AND JANNICKE HØYEM, University of Agder, Norway

The aim of the research is to learn more about how teachers organize and think around children's outdoor play in wintertime. How do they work with the parents? What kind of rules do they need? How do they work to integrates children with different background and culture to outdoor play in wintertime in arctic conditions? I will use van Manen and Dewey to discuss the phenomena of outdoor play during wintertime. These projects are focusing on the teacher's experiences. We interviewed staff at three kindergartens about their experiences with outdoor play during wintertime. One kindergarten is in Svalbard, one is located in the high mountains of Norway and one by the coast in the South. As a part of our observation we took pictures of the outdoor areas. This research gives knowledge on how different kindergartens work with roles, children's clothing, and information to the adults and risk management trough wintertime. How do they inform on and introduce new parents and children to their outdoor culture? In this kindergarten, they know a lot about practical integration. A relation to nature and understanding and handling of our rough climate is essential in the master the everyday-life in Norway. Through the kindergarten and outdoor play and learning the children educate their parents on how to get outside in a pleasant way.

Keywords: temperature experiences, clothing for snow, play in snow

## **SYMPOSIUM SET B / 16**

### **A NEW LOOK AT ECEC WORKFORCE PROFILES ACROSS EUROPE: SELECTED FINDINGS FROM A 30-COUNTRY STUDY**

Self-organised Symposium

CHAIR: PAMELA OBERHUEMER, State Institute of Early Childhood Research, Germany

Recent studies (Vandenbroeck et al 2016) and 'quality frameworks' have highlighted the workforce as a signifier for competent ECEC systems, however, few have provided a detailed and contextualised account of key workforce characteristics based on an agreed conceptual framework. This is the aim of the SEEPRO-R study in collaboration with 30 country experts. A country case study approach provides space for diversity and complexity in ECEC workforce structures. National experts compile workforce reports relating to initial and continuing professional studies as well as workforce composition, conditions and challenges, complemented by compact contextual data. The first paper will present a cross-national analysis of ECEC workforce structures and critical issues arising from selected country case studies. The second and third papers from countries with different geopolitical histories (Italy and Slovenia) and ECEC systems (bi-sectoral and unitary) will provide individual country case studies on the ECEC workforce generated from the SEEPRO-R conceptual framework.

#### **ECEC workforce structures and challenges: A cross-national analysis of selected country case studies**

INGE SCHREYER AND PAMELA OBERHUEMER, State Institute of Early Childhood Research, Germany

This cross-national analysis of selected findings from eight European countries aims to identify key critical issues in ECEC workforce systems. SEEPRO-R builds on the research approach of two previously conducted studies: Working with young children in Europe (Oberhuemer & Ulich 1996) and Professionals in ECEC systems (Oberhuemer, Schreyer & Neuman 2010). Analysis is framed within a critical-comparative education and social policy perspective (Alexander 2012, Ball 2012, Moss et al 2016). Drawing on the agreed conceptual framework, findings are presented from two northern, two southern, two eastern and two western European countries with varying ECEC systems and workforce structures. Data sources are based primarily on research evidence and policy documents available in the public domain, ethical issues involve an appropriate and meticulous selection of sources. Findings illustrate both convergence and divergence in qualification requirements, with continuing gaps between unitary and non-unitary ECEC systems. ECEC professionals specialising in the age-group 0-6 are slowly replacing more narrowly (3-6 years) or broadly (including adults) conceptualised professional profiles. Professions are increasingly governed by specified standards and competence requirements. A growing focus on assessment, accountability and managerial tasks suggests a predominant 'social investment' policy approach. Workforce composition remains diverse and practitioner status often low, despite moves to raise qualification levels. Non-qualified workers continue to be part of the European ECEC workforce. The study provides evidence of the diversity of workforce profiles across Europe, offering a resource for scholars and policy makers. However, policy challenges can only be addressed in the specific country context.

Keywords: ECEC workforce, country case studies, cross-national analysis, professionalisation, critical issues

#### **ECEC workforce structures and challenges: Continuity and change in the case of Italy**

CHIARA BOVE, SILVIA CESCATO AND SUSANNA MANTOVANI, University of Milan Bicocca, Italy

The Italian ECEC system has been experiencing a period of significant change and debate on the early years workforce and professionalism issues due to recent policy reforms and initiatives related to EEC staffing. As part of a wider European project on workforce profiles (SEEPRO-R), this study aims to identify key early childhood workforce issues in Italy. It builds on previous research conducted on the early years workforce (Mantovani in Oberhuemer et al., 2010, Oberhuemer, 2012). Informed by national and international documents and research (CoRe, 2012, Jensen et al., 2015), the study focuses on the education and workforce conditions of the Italian early years' staff. Framed within a descriptive paradigm, it draws on a documentary analysis approach (Atkinson & Coffey, 2004). Since data are based primarily on research evidence and policy documents available in the public domain, the main ethical issues relate to a rigorous selection of sources. Findings highlight critical issues regarding the professional profile of those working in the ECE sector, and the need to promote a perspective of educational continuity across the early childhood sector by investing in a sustainable standard of continuing professional development opportunities. Within the scenario of the newly integrated 0-6 system, ECE staff will also need to face the challenge of an increasingly diverse intercultural and complex society requiring inclusive practices. On the basis of the key critical issues emerging from the study, policy implications will be drawn related to ECEC staff professionalisation and quality improvement.

Keywords: ECEC workforce, initial qualification, professional development, educational continuity, case study

### **ECEC workforce structures and challenges: A case study of Slovenia**

TATJANA VONTA AND JERNEJA JAGER, Educational Research Institute, Slovenia

In the early 1990s, Slovenia created a unitary, integrated system of ECEC for children aged 11 months to six years under the auspices of the Ministry of Education and Sport. Since that time, attention has been paid to increasing enrolment rates and improving quality. Within this framework the qualification of staff and their professionalisation play a central role. The aim of this case study, as part of a wider European project on workforce profiles, SEEPRO-R, was to analyse the workforce system in ECEC settings and staff professionalisation in Slovenia. The study builds on previous research conducted on the early years' workforce (Oberhuemer, Schreyer, & Neuman 2010, Vandebroek et al 2016). Informed by educational policy and critical education frameworks (Ball 2012, Moss et al 2016), the study focuses on the education and working conditions of the staff in early years settings in Slovenia. The study draws on national, regional and local policy documents as well as research within the agreed conceptual framework, using a documentary analysis approach (Hammersley & Atkinson 2007). Since data are based primarily on research evidence and policy documents available in the public domain, the main ethical issues relate to a rigorous selection of sources. Findings indicate critical issues regarding workforce composition, initial qualifications as well as supporting continuing professional development, with implications for the quality of ECEC. By identifying 'critical issues', policy implications will be drawn related to ECEC staff professionalisation and quality improvement.

Keywords: ECEC workforce, initial qualification, continuing professional development, country case study, support the professionalisation

## **SYMPOSIUM SET B / 17**

### **STRESSORS WITHIN AND WITHOUT: FOCUSING ON ECE TEACHERS SOCIAL-EMOTIONAL WELLBEING**

Self-organised Symposium

CHAIR: CYNTHIA BUETTNER, Ohio State University, United States

Research has well established that the quality of early childhood learning environments influences children's social and emotional development, and that teachers are the primary architects of those environments. We also know that teachers' sensitivity and responsiveness, as well as their positive interactions and emotional support, encourage children's social and emotional competence. In the US, where ECE (ECE) is fragmented and overburdened and teachers are poorly paid, ECE teachers often report that they are highly stressed. The three papers in this symposium examine the associations between ECE teachers' stress and children's social emotional outcomes, teachers' voices on what they perceive as contributors to their stress, and a novel intervention designed to help teachers attend to their own social-emotional wellbeing.

### **Exploring the role of teachers' stress in young children's social-emotional development**

LIENY JEON (1), CYNTHIA BUETTNER (2), ASHLEY GRANT (1) AND SARAH LANG (2), (1) Johns Hopkins University, United States; (2) Ohio State University, United States

This study examined how preschool lead and assistant teachers' personal and job-related stress are, collectively and separately, associated with children's anger-aggression, anxiety-withdrawal, and social competence. Previous research has shown that ECE teachers are highly stressed (Jennings & Greenberg, 2009) and teachers' increased levels of stress negatively affect their practices and interactions with children (Buettner et al., 2016). It is, however, less known how early childhood teachers' stress is related to children's development. According to social learning theory (Bandura, 1973), children may model stressed teachers' negative emotions, affect, cognitions, and behaviours. In addition, stressed teachers may not demonstrate positive responsiveness and sensitivity to fully support children's development. We recruited 103 preschool lead and assistant teachers and approximately 6 children from each classroom (n = 329) within 13 participating programs. We surveyed teachers and parents and observed teachers and children. We conducted three-level HLM analyses with the data. We obtained informed consent from teachers and permission from parents of participating children. Participation was voluntary and participants' responses were not linked to their confidential information. Teachers' cumulative personal stress was significantly associated with children's anger-aggression, and cumulative job-related stress was significantly associated with children's anxiety-withdrawal and social competence. Exploring lead and assistant teachers' stress separately, the results showed that lead teachers with higher levels of stress perceived the children having higher levels of anger-aggression and anxiety-withdrawal. However, assistant teachers' stress was significantly associated with children's social competence. We suggest ways to support children's social, emotional, and behavioural functioning through intervening with teachers' stress.

Keywords: stress, teacher wellbeing, challenging behaviours, social competence, lead and assistant teachers



### **Am I valued? Unpacking the stress in the professional lives of ECE teachers**

SARAH LANG (1), CYNTHIA BUETTNER (1) AND LIENY JEON (2), (1) Ohio State University, Department of Human Sciences, United States; (2) Johns Hopkins University, United States

The aim of this study was to understand factors that influence teachers' stress and social emotional wellbeing, including how teachers understand their work relative to its perceived value in their social networks and in society. Although teachers' stress is consistently associated with lower classroom quality and teacher-child interactions, relatively little research has examined the external factors that might contribute to this stress (Hally-Keynon et al., 2014). Using Jennings and Greenberg's (2009) model of the prosocial classroom, we examined the centre, community and contextual factors that contribute to teachers' social emotional wellbeing and the strategies that teachers use to mitigate their professional stress. We employed a mixed-method design: survey data of teachers' job-related stress using a large sample of early childhood teachers in a US state, and a series of focus groups with teachers employed at centres of varying quality where teachers responded to questions about their work. Study procedures were approved by the university's research review board, and all participants were informed of the study's purpose and confidentiality protections. From the teacher survey, 23.8% indicated they felt job-related stress associated with criticism of teachers by the media. Focus group participants outlined many internal and external stressors in their work, including how people in their social networks and society did not always value their work. This research outlines factors that contribute to teachers' lower social-emotional wellbeing and provides concrete areas childcare centres and communities can target to decrease teachers' stress, including teachers' experiences that should be considered in stress-reduction interventions.

Keywords: teacher stress, social emotional wellbeing, early childhood teachers, stress reduction interventions, contextual factors

### **Social Emotional Learning for Teachers (SELF-T): Helping teachers reduce stress and increase coping skills**

CYNTHIA BUETTNER (1), LIENY JEON (2) AND SARAH LANG (1), (1) The Ohio State University, United States; (2) Johns Hopkins University, United States

This paper describes SELF-T, an online resource for helping teachers understand social emotional wellbeing and ways to reduce stress, and the results of its pilot with a group of early childhood teachers. The aim of the study was to determine if teachers increased their knowledge of social emotional learning and wellbeing, and their reactions to the online delivery. Research has established (Jennings, 2015) that when early childhood teachers exhibit higher levels of mindfulness and resiliency they are more likely to extend emotional support to children and use more sensitive discipline approaches. Stress reduction trainings for teachers of older children have been shown to be effective at improving classroom practices and children's outcomes (Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013). Using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework for the program content (CASEL, 2015), and the Virtual Laboratory School ([www.virtuallabschool.org](http://www.virtuallabschool.org)) LEAD design for program delivery, we hoped to increase teacher's understanding and coping skills. We used mixed methods to evaluate the pilot including interviews and a brief pre- and post-assessment survey. All participants were informed of the purpose of the study and the confidentiality of their responses, procedures were approved by university research ethics panel. Teachers had positive reactions to the program. Our presentation discusses details of their comments. This research provides preliminary findings regarding SELF-T's effectiveness at improving teachers' social-emotional competencies, the online nature of the program offers a high degree of long-term sustainability, affordability, and accessibility suggesting potential for improving the lives of teachers and children.

Keywords: social emotional learning, early childhood teachers, teacher stress, coping skills, online professional development

## **SYMPOSIUM SET B / 18**

### **MIGRATION AND CHALLENGE - AN EXPLORATION OF THE ISSUES FACING REFUGEE AND ASYLUM SEEKING FAMILIES**

Self-organised Symposium

CHAIR: JACKIE MUSGRAVE, University of Worcester, United Kingdom

This symposium focuses upon the impact of the current global refugee crisis on children and families. It presents the context and scale of the issue, presents theory relating to migration as an adverse childhood experience (ACE) and explores the specific impacts on children's development, wellbeing and learning. The symposium begins with a paper related to family support and draws upon primary research undertaken with parents, practitioners and strategic actors within the UK as well as an exploration of published literature. The second presentation considers health issues affecting refugee children and families and the accompanying impacts for wellbeing. The third paper considers family life within refugee camps, drawing upon the presenter's work at Grande Synthe Camp, Dunkirk. The symposium further explores wider implications for policy and practice and allows an opportunity for questions and discussion.

### **Supporting the health and wellbeing of refugee children**

JACKIE MUSGRAVE, University of Worcester, United Kingdom

How do practitioners support the physical and emotional health and wellbeing of refugee children? What are the implications for practice? This research follows on from my doctoral research and focuses on refugee children. This is also a thread in my recently published book 'Supporting Children's Health and Wellbeing' (Sage). The presentation aims to highlight how understanding and knowledge of refugee children's health can maximise their inclusion in early education. The research used a praxeological approach of practitioners' experiences. Qualitative data was collected in questionnaires to practitioners' documentary analysis of current policies and guidance relating to refugee children's health. Ethical approval was given and data anonymised, Practitioners in early years settings are increasingly educating and caring for refugee children. Such children have experienced malnourishment, dehydration, infectious diseases, infestations, witnessed brutality and in some cases are the survivors of torture. An understanding of how practitioners can support refugee children's health and wellbeing is fundamental in order to maximise their inclusion in early education settings and improve long term developmental outcomes. The practice, ethos and values of early education settings are a valuable asset to support refugee children's physical and emotional health and wellbeing. However, practitioner knowledge through specific training is essential to give confidence to identify suitable interventions to mitigate the impact on refugee children's emotional wellbeing and mental health. An understanding of the context of the child's family's experience is fundamental to being able to work with parents. Effective integrated working between professionals is key to supporting refugee children's health.

Keywords: refugee, health, wellbeing, inclusion, mental health

### **A personal perspective on the lived experiences of children and families in a refugee camp**

JANET HARVELL, University of Worcester, United Kingdom

This study presents a personal reflection on the experiences of children and families whilst in a refugee camp, particular consideration is given to the potential impact on children's current and future development and wellbeing. The presentation developed as a result of reflecting upon two consecutive visits to a Refugee Camp in 2016, and builds upon previous research by Jill Rutter (2003, 2006, and 2015) into the lives of refugee children. The paper adopts an interpretivist approach underpinned by reflective practice theory. In particular Brookfield's (1995) reflective lenses supported understanding of the refugee experience. This informed co-construction of a pedagogical approach focusing on the refugee crisis, ensuring that students were better able to support families who have undergone such experiences. An ethnographic approach enabled the presenter to 'see' the world through the perspective of refugee children and families. Whilst volunteering in the camp, reflections were recorded in a personal journal. Thematic analysis of the data provided qualitative insights into the impact of daily life on refugee families and their children. This presentation did not involve input from any participants and provides a personal perspective informed by reflections following two visits to a refugee camp. BERA guidelines were adhered to regarding confidentiality and anonymity. The study enables students/practitioners to better understand the refugee experience and to consider the impact that this could have on children's development and wellbeing. Implications for practice include workforce development and the need for practitioners to have a secure understanding of refugees' experiences in order to inform their professional practice.

Keywords: refugees, refugee camp, reflection, personal perspective, impact

### **Migration and challenge, narratives of refugees and public service practitioners related to family support**

JACKIE MUSGRAVE, JANET HARVELL AND ALISON PROWLE, University of Worcester, United Kingdom

The research aim is to understand the experiences, needs and aspirations of refugee families in the UK, through an exploration of parent, practitioner and strategic actor perspectives in order to inform policy and practice. Benard, B (2006) Using strengths-based practice to tap the resilience of families, da Silva & Reyes (2017): Learning with immigrant children, families and communities: Morris and Harris W. (2015). Family resilience: Moving into the third wave. Drawing upon interdisciplinary theories, the study is predominantly conceptualised within sociocultural theory (Vygotsky, 1978) Critical social theory (Foucault, 1977, Freire, 1970) offers insight into the identities and interactions of key actors who work with the family, Phenomenological theory provides a means of exploring refugee and practitioners' subjective experiences to gain insight. The study deploys a narrative-based, qualitative approach. Research design comprises a comparative case-study of two area-based support services. Semi-structured interviews and focus groups are the primary research tools. The project was approved by the University Ethics Committee. Consent was obtained from participants, with an unconditional right to withdraw. All data was anonymised. The researcher went beyond "do no harm", actively seeking to bring about good through the research, championing the voices of participants. The project generated multi layered findings related to family support needs of refugee families and implications for practice. Implications for practice include the need for practitioner self-care, cultural awareness and attuned responsiveness. Community based provision is highly effective but there need to be strong links to universal/specialist services.

Keywords: refugee, family support, resilience, practitioner, strength- based approaches

## **SYMPOSIUM SET B / 19**

### **DEVELOPING QUALITY INDICATORS FOR BRAZILIAN EARLY CHILDHOOD SERVICES: A PARTICIPATORY EVALUATION RESEARCH BRAZIL-ITALY**

Self-organised Symposium

CHAIR: ANNA BONDIOLI, Università di Pavia, Italy

The symposium presents the theoretical assumptions, the process and the results of a research, conducted in Brazil between 2013 and 2015, concerning the evaluation of early childhood services for children 0-6. The research involved four Brazilian universities: the Federal University of Parana, the Federal University of Minas Gerais, the Federal University of Rio de Janeiro, the State University of Santa Catarina and, as consultants, two Italian researchers from the University of Pavia. The purpose of the research was to develop quality indicators for early childhood Brazilian services through the participation and the involvement of educators asked to evaluate their own context, to reflect on the instruments adopted, to clarify and make their ideas of educational quality explicit. It was a participatory evaluation research, inspired by the fourth generation evaluation paradigm, conducted according to the approach of evaluation as "promotion from within" developed by Italian researchers over a twenty-year period.

#### **Evaluation at ECE from the perspective of evaluation of educational contexts, research in a public institution in Curitiba, Brazil**

CATARINA MORO, ANGELA COUTINHO AND GIZELE DE SOUZA, Universidade Federal do Paraná, Brazil

This research, which took place in Curitiba, Brazil, aims to debate and define what means the educational quality at ECE. Several researches discuss the "educational evaluation" for ECEal centres (PIOTTO et al., 1998, RIBEIRO, 2010, CAMPOS et al., 2010). The evaluation of educational contexts at ECE is the main theme of this research, in combination with a methodological approach of "promoting from the inside" (BONDIOLI, SAVIO, 2013, 2015), which implies on the democratic participation of the subjects who are part of the educational process. We utilised two Italian instruments, ISQUEN and AVSI. Becchi (2000) emphasizes a work of negotiation, anchored on the practice of sharing criteria and objectives, an idea of negotiated quality. There were 13 teachers, researchers from the inside, who were interlocutors of this process, being aware of the purposes of the research and having signed and the informed consent form. They considered that the Italian instruments reveal a conception of educational quality that is related to the Brazilian context and problematized some aspects related to its relevance and coherence. Moreover, they also indicated some themes that, from their perspective, were missing in the instruments, such as: democratic administration, the role of the pedagogue at the facility, and activities related to nature and natural sciences (AVSI). Hence, we can affirm that "the evaluation as a reflexive practice has a clear formative finality" (BONDIOLI, 2004, p.165) and allows the professionals to see themselves as protagonists of the process.

Keywords: evaluation, childhood education, quality indicators, democratic participation, reflexive-formative processes

#### **Reflections on quality indicators in ECE: A formative experience in a public school in the city of Rio de Janeiro**

PATRÍCIA CORSINO AND DANIELA DE OLIVEIRA GUIMARÃES, Universidade Federal do Rio de Janeiro, Brazil

This paper aims to analyse the results of one field of the research proposed in the symposium: a municipal public institution in the city of Rio de Janeiro. The approach has been developed through extensive fieldwork by researchers of the University of Pavia (Bondioli, Savio, 2010, Savio, 2012, Savio, 2013, Bondioli, 2015). It is based on the principles of reflective and democratic participation by following the concept of reflective thinking (Dewey, 1933), and the theoretical framework of the fourth-generation evaluation (Guba, Lincoln, 1989, 2001). The participatory methodology has dialogue and listening as principles. Simultaneously involves internal and external evaluation based on the quality indicators of the Italian context evaluation instruments. All participants in the working group were informed about the research objectives and methodology and decided to participate freely. The methodology provoked reflections and possibilities to think about indicators of educational quality through the dialogue that was established between teachers and researchers intermediated by the score of the instruments items. Listening and co-participation were identified as democratic experiences uncommon both in research and in the political context experienced by the teachers. The view of relational context present in the instruments, which displaces the teacher from the position of control of the children's actions, brought reflections on the organisation of spaces, materials, routines and collaborative role of teacher. The experience with the instruments not only was formative, but also provided elements for thinking about quality indicators in the context evaluation of ECE in Brazil.

Keywords: ECE, educational quality indicators, context evaluation, city of Rio de Janeiro, participatory methodology

#### **'Promotion from within': A reflective and participated approach in the evaluation of educational settings**

DONATELLA SAVIO AND ANNA BONDIOLI, Università di Pavia, Italy

The paper presents the approach of evaluation as "promotion from within" that was the baseline methodology of the international research illustrated in the symposium. The choice of such an approach derives from the aim of sustaining teachers' intentional participation to the process of defining quality indicators for early childhood Brazilian services. The approach has been developed through extensive fieldwork by researchers of the University of Pavia (Bondioli, Savio, 2010, Savio, 2012, Savio, 2013, Bondioli, 2015). It is based on the principles of reflective and democratic participation by following

the concept of reflective thinking (Dewey, 1933) and the theoretical framework of the fourth-generation evaluation (Guba, Lincoln, 1989, 2001). The methodology requires the involvement of a working group (educational operators in the first place) and a facilitator whose task is to sustain and promote reflective-participatory processes. The approach is characterized by specific objectives, processes, strategies, steps that will be presented. All the stakeholders involved in the process are informed about the features of the approach and can decide if participate, they have an active role in making decisions at each steps of the process, and are called to evaluate the whole process in which they have been involved. The Brazilian research has highlighted that the approach can be applied in "foreign" contexts: some evidence was found about the expected active participation of the teachers in the definition of quality indicators. Such results imply that the approach can support an enlarged democratic participation of stakeholders in defining national pedagogical guidelines.

Keywords: fourth-generation evaluation, educational evaluation, participation and reflectivity, promotion from within, ECEC

## **SYMPOSIUM SET B / 20**

### **PEDAGOGIC PRACTICE WITH SEND CHILDREN**

#### **Individual Papers**

CHAIR: ALESSIA CINOTTI, University of Bologna, Italy

#### **Enhancing peer interaction among children with and without special needs - Children's initiatives and teachers' responses in scaffolded play**

MARJA SYRJÄMÄKI (1), PÄIVI PIHLAJA (2) AND NINA SAJANIEMI (1), (1) University of Helsinki, Finland; (2) University of Turku, Finland

This paper focuses on early childhood professionals' pedagogy in enhancing peer interaction during play practices in integrated groups of Finnish day care centres. Positive interaction between children with and without SEN is the core of inclusion. However, interaction can be compromised, and the adults' role in enhancing participation and interaction is crucial (Koster et al. 2009, Viitala 2014). Studies indicate associations between early marginalization and later social exclusion, decreasing participation, and achievement reduction (Laine et al. 2010: Buhs et al. 2006). Children's initiatives play central roles in the construction of their collaboration (Kronqvist 2004). Belonging to and interacting in a group is seen as a basic biological and psychological human need and, according to sociocultural theories, the basis of learning (Baumeister & Leary 1995, Rogoff 2008). By the tradition of visual ethnography, interpreting visual images can reveal connections between the images and the reality, and highlight the importance of the process and the context in which the knowledge has been produced (Pink 2007). The data was analysed using qualitative content analysis (Schreier 2012). Informed consent was asked from the participants (the personnel and concerning children, their parents). The opportunity to withdraw from the study at any time was given. Preliminary findings indicate various strategies and pedagogical modes in promoting and expanding peer interaction and responding to initiatives. However, especially nonverbal initiatives escaped professionals' attention. The findings are expected to point out pedagogical practices but also critical aspects in reflecting professional work and improving every child's experiences in interaction and participation.

Keywords: peer interaction, inclusion, visual ethnography, initiatives, pedagogical practices

#### **Dealing with inclusion of children with special needs: Three types of Israeli preschool teachers**

NICOLE BEN-NUN, David Yellin College of Education, Israel

The aim of this study is to examine how the inclusion of a child with special needs is perceived and conceptualized by preschool teachers, and how those affect their educational practices. Research has shown that teachers' attitudes influence the success of inclusion. This study shows that the quality of inclusion will be determined by the teachers' perceptions and conceptions of disability. Lavlani (2013) and Thornton & Underwood (2013) found that conceptions of disability and inclusion influence educational practices. Three theories were used: the motivational theory of achievement goals (Butler, 2007, 2008, Dweck, 2000) explained the psychological aspect, the leadership styles (Lewin, Lippitt & White, 1939) interpreted the classroom management, and the disability model (Llewellyn & Hogan, 2000, Smart & Smart, 2006) defined the characteristics of inclusion. A qualitative approach with a phenomenological paradigm was used. Interviews of 20 teachers who included a child with special needs in their preschool were conducted twice during one year and were analysed according to the grounded theory method. University ethical guidelines were followed. Choice was given to the informants whether to continue the process. All participants remained anonymous. This study shows that the adoption of different models of disability is linked to the type of motivational achievement goals of the teacher and to her leadership style and will lead to different ways of inclusion. Three distinct types of preschool teachers were found. By reaching a better understanding of the challenges regarding inclusion, we hope to improve the training and the support for preschool teachers.

Keywords: inclusion, teachers' conceptualization, motivational achievement goals, leadership styles, disability models

## **Inclusive education in nursery schools and in kindergartens also for children with autism spectrum disorders: From an individual model to an inclusive perspective**

ELENA MALAGUTI, University of Bologna, Italy

This work argues the main theoretical lines, methodologies and practices regarding the realization of inclusive projects and paths addressed to early childhood and children with ASDs in the early childhood services focusing on a clinical and inclusively educational point of view (Cottini 2011, Malaguti 2016). The inclusion involves the assumption of a wide and ecosystem perspective that weaves an interactional dynamics between individuals and the contexts of belonging (Malaguti, 2016) and provides a framework to examine how policy and infrastructure, influence early childhood services. The theoretical framework for this study draws upon current theories on early childhood inclusive education (Buysse, Wesley, 2006) evidence based practices (Pawson & Tilley, 2004) and the main indications regarding the early diagnostic markers and interventions for the early childhood on a clinical-habilitative and educational level (Rogers, 2008, Cottini, Vivanti, 2013). The inclusive education challenge for ASD children starts from the realization of educational pathways based on their peculiarities and from the realization of contexts not only for children with typical development paths. Inclusive education, early intervention and support, paves the way for the future and it sustains the family nucleus in the attachment process towards the child and in the construction of a shared evolutionary history (Bayat, 2007, Pernon 2007). The discussion suggest some methodological indications on a clinical-habilitative and educational level and underline good practices for the educators. The debate intend to discuss the implementation of inclusive practical proposals in order to go beyond children with ASDs and their family.

Keywords: autism spectrum disorders, habilitation, inclusive education, heterogeneous environments, early start intervention

### **SYMPOSIUM SET B / 21**

#### **SUSTAINING WARM AND INCLUSIVE TRANSITIONS ACROSS THE EARLY YEARS: PRELIMINARY FINDINGS FROM THE START PROJECT**

Self-organised Symposium

CHAIR: LUCIA BALDUZZI AND ARIANNA LAZZARI, University of Bologna, Italy

In the last decade, the relationship between ECEC and compulsory school has gained increased attention both in academic and policy debates (EC, 2010; Moss, 2013; Dockett et al., 2014). While continuity of pedagogical approaches - grounded in shared principles and practices- is advocated by research and international organisations (OECD, 2017), transitions between childcare, early education and primary school settings are still generating significant challenges for children and families, especially those in vulnerable and marginalised groups. The symposium will present preliminary findings from a transnational participatory action-research study (START) carried out in four countries: Italy, Slovenia, UK and Belgium. The project aims to improve practices supporting children facing transitions from ECEC to CSE by involving teachers, families and local stakeholders in designing innovative practices for smoothening transitions, with special attention paid to the educational success of children facing complex situations (e.g. socio-economic disadvantage) and to the engagement of families at risk of social exclusion (e.g. Roma)

#### **Exploring transitions from children's perspectives**

EDDIE MCKINNON (1), ARIANNA LAZZARI (2), KATRIEN VAN LAERE (3), MATEJA REŽEK (4) AND ANGELA MALCOLM (1), (1) Pen Green Centre for Children and their Families, United Kingdom; (2) University of Bologna, Italy; (3) Ghent University / VBJK, Centre for Innovation in the Early Years, Belgium; (4) Educational Research Institute, Slovenia

To investigate how parents and practitioners can 'accompany' children during transition processes, sustaining their learning and socializing experiences across the boundaries of two institutions. Transitions between childcare and early education settings - and between these and compulsory schooling - mark a significant change in the life of children (OECD, 2006) and further research on transitions is required. Changes in routines and expectations experienced when children enter a new environment in a compressed timeframe can hinder, not promote, their wellbeing, development and sense of belonging, the gap between educational institutions confronts children with marked and unanticipated challenges (Corsaro & Molina, 2005). An espoused interpretive approach using qualitative methods - ethnographic observations, visual methods, children's collective discussions, interviews - gave rise to rich and nuanced data from which insights have been sought. Focusing on children's experiences and perspectives, but involving parents and pre- and primary school teachers, informed consent was constantly negotiated, a reflective stance allowed the participants to learn about children's perspectives and also about how to include them directly in the research process (Flewitt, 2005). The 'narrative of a journey' emerged as a metaphor giving meaning to transition experiences - journeys of children to 'big school', as professionals and as researchers. These journeys were enriched by encounters and exchanges with colleagues from other educational contexts and deepened understandings of children's culture. Educational practices across pre- and primary school settings need collaborative re-thinking and re-shaping, planning and support, not as short-term phenomena, but over an extended period of time before and after transitions into new settings take place.

Keywords: children's experiences, transitions, relationships, professional collaboration, practice innovation

### **Sustaining practitioners and teachers in developing inclusive transitions**

MATEJA REŽEK (1), KATRIEN VAN LAERE (2), ARIANNA LAZZARI (3) AND EDDIE MCKINNON (4), (1) Educational Research Institute, Slovenia; (2) Ghent University / VBJK, Centre for Innovation in the Early Years, Belgium; (3) University of Bologna, Italy; (4) Pen Green Research Base, United Kingdom

The findings from the second strand of research - focused on the professional support of ECEC and school professionals through action-research - will be illustrated. It is well documented by a growing body of research that paying attention to smoothening transitions - by adopting a more unified approach to learning across educational settings in order to sustain continuity of children's experiences over time - can significantly improve children's educational achievement and inclusion (Brooker, 2008, Woodhead & Moss, 2007). Key factors in ensuring successful transitions (Dunlop & Fabian, 2007, Margetts & Kiening, 2013) are: promoting professional exchanges among ECEC practitioners and teachers as well as involving parents in the transition process. The participatory action-research (A-R) methodology builds on well-established European traditions (Formosinho & Formosinho, 2012, Bove, 2009) and on international research evidence on professional development (Peeters et al., 2015) showing that long-term training initiatives that are integrated into practitioners' everyday practice are the most effective in enhancing the quality of educational settings through increased reflectivity. Ethical protocols were jointly developed by drawing on the Pen Green guidelines for conducting participatory research (Whalley, 2007). In order to make concept of smooth and inclusive transitions sustainable it is needed to develop shared understanding among professionals (pre- and primary school teachers) and bridging figures (eg. Roma para-professionals working with Romani children) on importance of developing trustful relationship/ partnership with parents. These considerations have implications for re-thinking and re-shaping welcoming practices in both pre- and primary schools, which should involve community outreaching activities and listening to parents' concerns as necessary steps for developing a meaningful and trustful partnership

Keywords: ECEC practitioners, teachers, Roma para-professionals, participatory action-research, professional development

### **The voices of families in transitions**

KATRIEN VAN LAERE (1), EDDIE MCKINNON (2), MATEJA REŽEK (3) AND ARIANNA LAZZARI (4), (1) Ghent University / VBJK, Centre for Innovation in the Early Years, Belgium; (2) Pen Green Research Base, United Kingdom; (3) Educational Research Institute, Slovenia; (4) University of Bologna, Italy

Parents are important voices in transitions, nevertheless they are often absent in the research studies and debates concerning transition. Most studies carried out so far adopt an instrumental focus on parents' involvement in transitions, viewing the role of parents as functional to the educational goal of ECEC and school institutions (McIntyre et al. 2007). Informed by Social Constructivist and Critical Pedagogy frameworks, the study adopts a recursive research approach to consider the needs of the children and their parents over transition periods. Parents' views and concerns about transitions were gathered by using focus groups, narrative accounts and individual in-depth interviews as methods for data collection (Kvale, 1996). Informed consent was approached as 'an interpersonal process between researcher and participant, where the prospective participant comes to an understanding of what the research project is about and makes his or her own free decision about whether, and on what terms, to participate' (Guillemin & Gillam, 2004). Parents' concern for their children's readiness in transitions points out a fear of exclusion in preschool and primary school. Yet in the stories, much more is revealed on the caring deficit, which is apparent in preschool and primary school practices. The analysis of parents' narratives highlights that conceptualising transitions in terms of 'child readiness' is limited, as it does not account for pre- and primary school institutions' pedagogical quality and welcoming atmosphere, which are the aspects that make the differences in children's and parents' experiences of transitions.

Keywords: parents' voices, inclusion, transitions, welcoming practices, participation

## **SYMPOSIUM SET B / 22**

### **HOLISTIC WELLBEING SIG: SOCIAL AND CULTURAL ASPECTS OF WELLBEING**

#### **Self-organised Symposium**

CHAIR: WILMA ROBLES MELENDEZ, Nova Southeastern University, United States

This symposium presents an opportunity to examine experiences and findings on social and cultural elements that influence young children's holistic wellbeing. Session includes discussion of three research projects addressing specific social development areas and cultural aspects. Discussion focuses on results addressing the following areas: Emergence of social understanding among 3 and 4 year-olds and roles of collaboration in sharing behaviours, friendship formation and exploration of views of typically developing 6-8 year-old children towards peers with physical disabilities, and program practices supporting sociocultural development of preschool children with immigrant roots. Discussion of findings from each research project contributes to expanding views on the role and implications of specific social development factors as well as of culture as integral aspects influencing the overall wellbeing of the child. Projects also provide additional perspectives contributing to conceptualize views on children's wellbeing furthering the discussion on defining what constitutes holistic wellbeing for the child.

### **Here I am! Listening to the voices of immigrant children and their families: An analysis of socially just practices supporting immigrant children's sociocultural development**

WILMA ROBLES MELENDEZ, WAYNE DRISCOLL AND AUDREY HENRY, Nova Southeastern University, United States

Project aimed at determining practices addressing immigrant children's social and cultural needs from the perspective of children's rights and culturally-based experiences. Aimed at identifying best practices, "what works," in the context of programs for immigrant preschoolers and how these contribute to supporting their heritage including first languages. Based on work by Banks, Nieto and Bode, on equity and socially just programs, Convention on Children's Rights, and anti-bias efforts (Derman-Sparks) Framework based on Vygotsky's socio-cultural theory, Moll's funds of knowledge, Copple and Bredekamp (2009) developmentally appropriate practice model for early childhood programs, and Melendez and Beck framework for responsive teaching. Paradigm addressed is rights of immigrant children for culturally-responsive equitable experiences. Analysis of literature provided presenters parameters determining best practices for immigrant preschoolers. Observation and interview protocol created based on aspects identified that included: environments, interactions, culturally-based activities, support for heritage language among others. Observations conducted at selected programs serving Hispanic immigrant children and families. Data gathered through classroom observations and interviews with teachers and administrators was analysed to determine practices. Researchers explained and discussed project with participants. Those who agreed to participate were included in the project. Data from observations and interviews yielded a series of narratives revealing practices and experiences for immigrant preschoolers. Practices highlighted impact of interactions and role of teachers in supporting children's identity and sociocultural heritage. Results provided evidence on parameters defining best practices to ensure culturally-responsive programs and wellbeing of children with immigrant roots. Findings contribute to knowledge on practices for children with diverse backgrounds.

Keywords: immigrant children, cultural diversity, socio-cultural wellbeing, best practices, preschoolers

### **Do you want to be friends? Physical disability and friendships**

KYRIAKOS DEMETRIOU, Liverpool Hope University, United Kingdom

This small-scale study aims to explore the views of non-disabled 6-8 year-old children in Cyprus towards children with physical disability from the angle of friendships. Friends and being part of a peer group are central to living a full life and feeling good (Borland, 1998). Nordstrom (2011) explains how friendships between typically developing individuals and peers with an impairment, are regularly formed on the basis of respect and consideration, more than the basis of treating everybody as equal without discrimination (Odom and Diamond, 1998). Although within the 21<sup>st</sup> century children with impairments are more likely to be included into social groups, they are not necessarily considered as playmates, as frequently as typically developing children (Nowicki and Sandieson, 2002). Participants were interviewed individually in a child-friendly, game-like process designed for this study involving simple tasks and questions with the use of pictures and feelings cards. Informed consents were obtained by children's parents and the children who were made aware about the project, the voluntary participation and their right to withdraw any time. All data collected were anonymised and kept confidential (EECERA, 2014). In this paper, the theoretical framework of the study as well as the methods, tools, the design of the process, the analysis of data and the main findings will be discussed. In order to encourage children's sensitivity and understanding towards social inclusion for their peers with an impairment, there is a need for children to have better and more insightful understanding of social exclusion and acceptance (Killen and Smetana, 2010).

Keywords: friendships, disability, acceptance, physical impairment, inclusion

### **The roles of merit and social understanding in sharing behaviours with three and four year olds**

JIM STACK, Liverpool Hope University, United Kingdom

To assess whether theory of mind (social understanding) facilitates three and four year old's rates sharing with a puppet who has either contributed (high merit) or not contributed (low merit) to a pot of stickers This paper relates to sharing studies that assess collaboration and relative merit (e.g. Hamann et al, 2011) and social understanding (e.g., Takageshi et al, 2010). The theoretical and conceptual frameworks are based within the areas of social understanding/theory of mind and prosocial development. Cross-sectional between subjects, experimental design with 94 three and four-year-old children: Children tested individually within a nursery setting on a false belief (Sally-Anne) and high- or low-merit sharing task. Ethical considerations were taken into account (BERA, 2011). The study was also assessed and internally approved by the research ethics committee at Liverpool Hope University. The main findings from this study demonstrate that when children had performed the task/acquired stickers with a high merit puppet there was a significant difference between sharing rates from the theory of mind (passers) and theory of mind (non passers). Children who had passed the theory of mind task shared at near equal rates whereas the non-passers shared at rates comparable to the low merit group (see above). The findings from three and four year olds demonstrate that prosocial behaviours are underpinned by social understanding. Therefore, in order to facilitate prosocial skills during preschool years there is a need for practitioners and policy makers to focus upon underlying developmental factors with specific emphasis on children's emerging social understanding.

Keywords: sharing behaviours, social understanding/theory of mind, meritocracy, preschoolers, early childhood

## SYMPOSIUM SET B / 23

### THE EARLY CHILDHOOD 'MARKET' AND THE CHALLENGES IT CREATES

#### Individual Papers

CHAIR: CHRISTINE WOODROW, Western Sydney University, Australia

#### **Elite ECE: A marketing myth or threat to social justice?**

CHRISTINE WOODROW (1) AND FRANCES PRESS (2), (1) Western Sydney University, Australia; (2) Charles Sturt University, Australia

This research investigates elite education in the highly marketised context of Australian ECEC (ECEC) and considers implications for the positioning of ECEC as a democratic project. This builds upon the authors' prior research on the marketisation of ECEC. 'Eliteness' is a murky concept that can at once be related to the (perceived) quality of the education provided, the education of 'elites' and/or the aspirations of the parents to whom the pitch of eliteness is made. Discourse analysis of online marketing materials was followed by a testing of the claims of 'eliteness' against the quality of these services as rated by the Australian Children's Education and Care Quality Authority. Additional analysis determined the providers and locations of the most highly rated ECEC. Australian ECEC quality ratings already on the public record. No families or educators are identified. Greater awareness of the accessibility of service ratings supports 1) greater accountability to, and more informed choices by, families, and 2) improved public policy. Two distinct trends emerge. 1) Increased marketing of high cost 'premium' ECEC. Although expensive, the many of these services are externally rated as poor or mediocre. 2) The emergence of high cost, high quality centres, often attached to elite private schools. Eliteness as a marketing ploy can be a costly, superficial promise. Equally, the development of a genuine elite sector (across the dimensions of cost, quality, and clientele) deepens the bifurcation of the system. Both trends threaten the democratic aspirations of ECEC.

Keywords: elite, policy, marketisation, quality, democracy

#### **Parents on the market of ECE? Daycare choices for Finnish one-year-old children**

PÄIVI PIHLAJA AND ANU WARINOWSKI, University of Turku, Finland

The aim of this research is to examine Finnish parents' day-care wishes and choices (incl. explanations) for their one-year olds. Other aspects of day-care choices have been in focus in Finland, like day-care system (e.g. Pihlaja 2004) and working life (Lammi-Taskula & Salmi 2009). Research linking parents with day-care choices have been done in the UK (e.g. Vincent & Ball 2006) and the US (e.g. Meyers & Jordan 2006), but parents' own explanations have not been included. Study combines child's two contexts: family and ECE services. Parents are seen as active "players" on ECE markets (cf. Penn 2011). Marketization in the ECE has led to quasi-markets (see Lundahl 2013). Parents' active role in making day-care choices is seen as middle-class activity (Liang, Fuller & Singer 2000). This study is part of a longitudinal, multidisciplinary STEPS Study done in the Finland started in 2008, where 1827 children are being followed (see Lagstrom et al. 2013). The survey questionnaire data for this study were gathered from the parents of 4- and 13-month-olds. Chi-square tests and T-tests were used as SPSS analyses. The Ministry of Social Affairs and Health and the commission on ethics of the University of Turku has proved the STEPS Study. Before enrolment to the research, parents gave written consent. Parents, especially mothers, were active in making day-care choices. For highly-skilled mothers, day-care wishes and actual choices correlated. Parents' role on ECE markets is central. Further studies are needed to understand marketization better from the parents' and thus children's viewpoint.

Keywords: day care, ECE, parents, one-year-old children, Finland

#### **Equity and equality in ECEC: Discourses of policymakers in Finnish municipalities**

MAIJU PAANANEN (1), MAARIT ALASUUTARI (2), PETTERI EEROLA (1) AND KATJA REPO (1), (1) University of Tampere, Finland; (2) University of Jyväskylä, Finland

This presentation unravels the discourses of equality and equity used by Finnish ECEC policy makers. Mary and others (2016) have reported a rising interest on in/equality in ECEC in the academic discussion. Literature surrounding in/equality has been focused on gender equality. In/equality has also been discussed as both as an equality of access to ECEC and as an equality of outcomes (Mary et al. 2016). The examination of these conceptualizations in policy making has been scarce. Lazenby's (2016) elements of the concept of equality, the subjects between whom equality is to hold, and the objects around which the perceived equality is focused are used as analytical tools. The paper is situated in discursive research tradition (see e.g. Fairclough and Fairclough 2012). Examination is based on naturally occurring data from policy debates in three Finnish municipalities and interviews of 47 municipal policy makers. Informed consent was received from the interviewees. The participants has been respected when reporting the results. An ethical demand to be critical and truthful concerning observed issues has been taken into account. Our results show that when talking about equality and equity of ECEC regarding children, the concepts receive multiple, sometimes contradictory meanings. At the same time, when speaking about equality of parents, the issue is reduced to the questions related to money. Finally, we offer some recommendations for how to ameliorate potentially detrimental effects on the unanalytical use of the concept of equality.

Keywords: equality, equity, policy, discourse, social justice



## **SYMPOSIUM SET B / 24**

### **CAPTURING THE VOICE OF ALL PRACTITIONERS**

#### **Individual Papers**

CHAIR: SAMANTHA MCMAHON, University of Huddersfield, United Kingdom

#### **Hearing the teacher's voice**

DEIRBHILE NIC CRAITH AND MAEVE MC CAFFERTY, Irish National Teachers' Organisation, Ireland

The aim of the research is to ascertain the views of teachers in the early years of primary school in relation to current proposals to restructure the primary curriculum for 4-8 year olds to emphasise a thematic approach and play-based pedagogy. Practitioner participation in curriculum development serves as an incentive for teachers to take ownership of the curriculum in a more significant way (Carl, 2005). Policy research is a fundamental right and responsibility for teachers (Ozga, 2000). Bowe, Ball with Gold (1992) express concern regarding the exclusion of teachers arguing that they often remain marginal to the policy process. In response to recent curriculum proposals from the National Council for Curriculum and Assessment regarding the structure of the primary school curriculum, the Irish National Teachers' Organisation decided to consult with teachers to garner practitioner views and feedback in order to better inform and shape future curriculum policy. Focus groups form a central part of this education case-study research (Bassey, 1999) and as such formed the principal data collection process for the research. All participants were fully informed and express consent was sought. Teachers welcomed the opportunity to contribute to policy debate and to share their experiential insight in relation to proposed curriculum policy developments. They offered a critique of the current subject-based nature of the curriculum in the early years and recommended a more thematic approach. In order to ensure practitioner 'buy-in', and successful implementation of policy, educators must be at the core of the process.

Keywords: curriculum, policy, professionalism, transitions, teacher's voice

#### **Why so silent? Absence of assistants in kindergarten research**

LIV INGRID ASKE HÅBERG, Volda University College, Norway

Literature studies show that assistants are hardly informants in kindergarten research (Håberg, 2015, Sommersel, et al. 2013). The aim is to discuss what this finding means for validity in kindergarten quality research. In my PhD-study (Håberg, 2015) both assistants and kindergarten teachers were investigated. In Norwegian kindergarten research there are examples that both assistant's work and meanings are explained by the kindergarten teachers (Alvestad, 2001). How these methodological choices affect the validity has not been studied in the field. Typical characteristics of quality research is the proximity to the field and contextualization (Kvale & Brinkmann, 2015). An important context is assistants' work in kindergarten. The literature study is done by systematic review from Nordic kindergarten research (for example Sommersel et al., 2013). The discussion is based on critical realism (Danermark, 2003). It is important to discuss how findings are established and argued in kindergarten research. It is an ethical purpose and duty to give voice to all kinds of employees in kindergarten, not only the leaders (Gulbrandsen, 2002). The literature study does not need to take special consideration in terms of consent, confidentiality and consequences for the informants. The findings will be discussed based on Maxwell's (1992) five types of understanding validity: Descriptive, interpretive and theoretical validity, generalizability and evaluative validity. The lack of assistants as informants can cause the findings to be simplified and reduced. The central question is: When assistants are absent in kindergarten research, how might this affect the validity of our knowledge about kindergarten?

Keywords: validity, qualitative design, Norwegian kindergarten, staff, informants

#### **Listening to practitioners: The key to high quality, inclusive, sustainable practice in ECE**

SAMANTHA MCMAHON AND NICOLA FIRTH, University of Huddersfield, United Kingdom

The research aims are to explore the experiences of ECE practitioners in England, as they took part in an intervention to improve children's emergent handwriting. This study relates to the work of Roberts-Holmes (2013) and Nutbrown (2012) who characterise the workforce as having low status, leaving them open to exploitation (Colley 2006, Taggart 2011). The intervention and research were designed to minimise opportunities for exploitation and to maximise practitioner involvement, capturing the practitioners' voice throughout the intervention and beyond. The analysis of the data draws on Bourdieu's (1977) concepts of capital and sexual identity. The research is situated in a qualitative paradigm taking a phenomenological approach including 3 focus groups with 10 practitioners, followed by 2 semi-structured interviews 6 months post intervention. The main ethical consideration was to ensure a collaborative form of investigation based on mutually trusting relationships, ensuring the practitioners felt listened to and valued for their professional expertise. The findings suggested that the collaborative design of the intervention was valued by the practitioners, they felt that their professional expertise was recognised. However, the findings also suggested that these feelings did not persist once the intervention ended and collaborative working practices were not sustained. The implications for practice are that for sustained improvements in ECE it is vital that practitioners are valued for their professional expertise and included in the design and implementation of the curriculum. Their ethic of care should be a positive foundation for socially inclusive practice, not a means of exploitation.

Keywords: listening, practitioners, voice, quality, inclusive

## **SYMPOSIUM SET B / 25**

### **DEVELOPING LEADERSHIP**

#### **Individual Papers**

CHAIR: GERALDINE DAVIS, Anglia Ruskin University, United Kingdom

#### **Microteaching as embodied experience in leadership and mentoring**

GRETE SKJEGGESTAD MEYER AND INGUNN REIGSTAD, NLA University College, Norway

The aim is to achieve increased research based knowledge on the teachings method of Microteaching in early childhood Teacher Education (ECTE). The project aims to give students experiences closely connected to praxis. Research question: How can the use of Microteaching and embodied learning give the students increased competence as leaders? This is an ongoing research project, based on our previous research on Microteaching and pedagogical leadership. Theory: Merleau-Ponty (1945), Dewey (1934) and Heathcote (1991) on embodied learning, Allen & Ryan (1969) and Diana (2013) on Microteaching, Spurkeland (2009) and Gottvasli & Moen (2016) on leadership and feedback. The project is research on Microteaching in work-based ECTE. The students are divided in two main groups, one practising art based leadership and the other giving feedback. Both are videotaped. The art-based projects have either children or colleagues as their target. We will collect data through video documentation, oral evaluation and evaluation schemes. Our data will be analysed through mixed methods, as Content analysis, Observation-based research and Visual methodologies. The project is approved by Norwegian National Committee for Research Ethics. The students have given informed consent to use our teaching and their participation and evaluations as research. All written data will be anonymised. Students' responses are that they are involved with both mind, body and emotions. They are given the opportunity to develop their skills as leaders and facilitators within secure surroundings. They say they can use Microteaching when mentoring colleagues. Strengthening the closeness to ECTE praxis, and give tools to develop good leadership.

Keywords: early childhood teacher education, teaching close to praxis, embodied learning, dramatic art-based leadership, video as a learning medium

#### **The development of the early childhood centre as a learning organisation - The function of pedagogic leadership**

KJELL AAGE GOTVASSLI, Nord University, Norway

Research aims: How do the directors attempt to develop the ECC as a learning organisation? What kind of leadership and working practices are deployed in order to develop the ECC as a learning organisation? The background is that we lack knowledge about what kind of pedagogical leadership practice is exercised to develop the ECC as a learning organisation. The theoretical framework is pedagogical leadership as leading pedagogic work of the ECC's core activities. Motivation, mastery, skills and the development of ECC as a learning organisation that are all inter-related. (Senge, 1990, Deci & Ryan, 1985) The empirical basis has been taken from a survey amongst a representative selection (1213) of directors of Norwegian ECCs. Operationalising the work of developing a learning ECC by examining the terms pedagogic leadership and a learning organisation. The projects is approved by the Norwegian Research Council and follow the code of conduct for working with questionnaires, the ethical considerations is therefore taken care of. Our mind findings is that pedagogic leadership reflects a joined-up view of learning. This implies a close integration of the essential pillars of the ECC's identity: care, play and learning. The leaders emphasise the importance of organisational goals and visions, a high degree of autonomy for the individual members of staff, the opportunities to make use of the skills of individual employees, staff involvement, informal learning and use of reflection and learning by experience. Out study provides implications for how pedagogical leadership may be exercised in order to develop a learning organisation.

Keywords: pedagogical leadership, learning organisation, motivation and mastery, leadership roles, learning practises

#### **Leadership: Collaborative practice in action**

GERALDINE DAVIS (1) AND GEMMA RYDER (2), (1) Anglia Ruskin University, United Kingdom; (2) University of East London, United Kingdom

We explored early childhood practitioners' views of leadership development with a focus on leading collaboration and sharing good practice across sectors. Our work relates to the theme of social justice and the capability of early childhood practitioners to lead their own professional development. It draws from the work of Osgood, recognising the importance of the workforce as leaders within the sector. The paper draws from the research on interprofessional collaboration within the sector, for example Cottle (2011), Cottle and Alexander (2014), Payler and Georgeson (2013), Anning (2005) and McMillan & McConnell (2015). Working within a constructivist paradigm, semi-structured, recorded interviews were carried out with 25 early childhood practitioners. Participants were mainly UK based, but included those working in other countries in Europe from an original UK base. The project follows British Educational Research Association Ethical Guidelines (2011). Ethical approval was provided by the University Ethics Committee. Participants identified mechanisms to support their development as

collaborative leaders. Formal and informal mechanisms, use of mentorship, networking and research, skill sharing and developing opportunities for learning, locally, nationally and internationally, enacted through everyday practices, were used to improve and advance collaborative practice. Collaborative cross-sector working is important to promote a holistic approach for children and families. In the light of austerity cuts, and the increase in entitlement of eligible 3-4 year old children to 30-hours of free childcare in England in 2017, cross collaboration on a sector-wide basis is paramount. Early childhood practitioners are well-placed to lead collaborative practice.

Keywords: leadership, collaboration, interprofessional working, professional development, early childhood

## **SYMPOSIUM SET B / 26**

### **CONFLICTS, EFFICIENCY AND DEMOCRACY IN ECE**

#### **Individual Papers**

CHAIR: EVA JOHANSSON, University of Stavanger, Norway

#### **Conflicts-potentials for democracy learning in preschool**

EVA JOHANSSON, University of Stavanger, Norway

The aim is to develop knowledge about learning for democracy in ECEC through investigating acts of resistance in conflicts. Research questions are: How do children express and maintain resistance in conflicts? What potentials for democracy learning are there in such acts? While Danby and Theobald (2012) showed how conflicts, from the perspectives of teachers are viewed as problematic, Corsaro, (2009) and Schultz (2005) illuminated how conflicts can serve as important moments for children's communities and democracy learning. The study is informed by Mouffe's theory (2000) about conflicts as a prerequisite for democracy and Foucault's theory (1978) of power as an intersubjective relationship. Conflicts embrace encounters between values, acts, or intentions. Conflicts built on agonism are characterised by respect. Hostility characterises conflicts based on antagonism. Political paradigm relating democracy with power by Mouffe and Foucault inspired the methodology. Data consist of video-observations of interactions in four Swedish preschools. Generic analysis involved all data followed by in-depth analysis for parts of data to scrutinize acts of resistance as potentials for democracy learning. Written informed consent for children's participation was obtained. Since conflicts were the foci of observations, specific actions were taken to show respect for children's vulnerability when observing, analysing and writing. The conflicts identified offer possibilities and obstacles in learning for democracy: In "Space for diversity" openness for different opinions were central. In "Space for unity" authority seemed conditional for opinions to be articulated. Implications from the study are for policy and practice to (re)consider conflicts as potentials for democracy learning.

Keywords: conflict, resistance, preschool, children, democracy

#### **Discourses of efficiency - Conflicting values in educators' talk about everyday practices in the cloakroom**

ANITA BERGE, University of Stavanger, Norway

The study examines conflicting values in educators, talk about practices related to the dressing situation in the preschool. The aim is to identify how different values create meaning regarding efficiency in educators' conversations about everyday practices in the cloakroom. The research questions are, how do discourses of efficiency emerge from the educators' conversations? What different values can be identified in the educators' descriptions of everyday practices in the cloakroom? Previous research has showed that values are expressed and confronted through the running of the organisation, the institutional structure, and expected results and outcomes in preschool (Johansson, et al, 2014, Berge, 2015). Research also highlights that educators experience pressure between their prioritised values and expectations related to efficiency and strict structured everyday life in the preschool. The theoretical and methodological frame is based on critical discourse analysis (Fairclough, 1992). The study is part of a Nordic project about values in ECE. Data consist of 15 group interviews with educators in Nordic preschools. The project is based on a participatory action research. Interviews have been employed as main data. The analyses examine, wording, modality value assumptions and metaphors in the texts. Ethical dimensions are being conducted cautiously. Participation is based on voluntary informed consent and confidentiality is ensured. The analysis identify a network of various values in the educators' talk. The values are connected in complex ways representing different discourses which struggles for hegemony in the educators utterances. Implications for educators' professional work and position will be outlined.

Keywords: values, efficiency, metaphors, Nordic preschools, text analysis

#### **Rethinking and mapping influence in ECE**

KRISTIN UNGERBERG, Karlstad University, Sweden

This presentation puts theoretical concepts of Gilles Deleuze and Felix Guattari to work with data material focusing children's everyday actions in a Swedish preschool. The aim is to rethink influence as something entangled in intra-actions between human and more-than-human agents where influence is immanent in every child-world relation. Influence in ECE has often

been connected to children's rights and the integration of children's voices in decision-making and democratic processes, which focus on children as individual subjects with agency to participate. This perspective of influence is linked to a humanist, individualistic and emancipatory discourse where children are seen as citizen becoming. By challenging this dominant discourses and the dualism between adults-children and subject-world, this study opens for an immanent conceptualizing and practicing of influence in ECE. The study contains data from video recordings and field notes at one Swedish preschool. Ethical considerations have been made both before, during and after the empirical fieldwork by paying attention to the participants' reactions, both verbal and bodily. In an attempt to unpack and rethink influence, the presentation includes an excerpt of a child-world event where agents as sound, light, height and resistance intra-act with children and matter. A first result reveals these child-world assemblages as de-territorialisations of sense and place, where influence is floating in the relations in-between the children and the world. The study problematizes the implications of an increased individualistic focus concerning children's participation and influence in ECE.

Keywords: immanence, influence, matter, ECE, Deleuze & Guattari

## **SYMPOSIUM SET B / 27**

### **PERSPECTIVES ON TOUCH, INTIMACY AND FEEDING IN ECE**

#### **Individual Papers**

CHAIR: ELSA ESCALANTE BARRIOS, Universidad del Norte, Colombia

#### **Making the personal visible: The role of intimacy in the nursery - Teacher's reflections**

BELINDA DAVIS, Macquarie University, Australia

This research aims to make visible the complexities that educators working in the nursery encounter in relation to the role of intimacy in their interactions and understandings of children aged birth to two years across Sydney, Australia. In Birth-2 contexts, where evidence-based practices are still emerging, tensions exist around what it means to be an infant educator. Infants require responsive, supportive and caring relationships (Degotardi & Pearson, 2014, Gooch & Powell, 2013, Page, 2011, Taggart, 2011), and research emphasises the important role of the qualified infant educator in providing cohesive, stable relationships to promote infant wellbeing (Page, Clare & Nutbrown, 2013, Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2010). This research is informed by thematic analysis (Braun & Clark, 2003) which is used to identify key themes about educators' understandings about what being a teacher in the infant room means for their professional identity and practice in making the personal visible. Video recordings of the educators were made while interacting with children during both routine and non-routine activities and interviews were conducted. Educators are provided respectful opportunities to reflect on their own belief systems and pedagogical practices. Identification codes were assigned to ensure participants anonymity. Findings are discussed with reference to concepts of professionalism, in particular the argument that intimacy should be re-conceptualised and inclusive to recognise the nature and complexity of pedagogical work with infants and toddlers. Infant educator voices are under-represented in early childhood research and their role requires contemporary understandings (Clark & Baylis, 2012, Dalli, 2008, Rockel, 2009).

Keywords: educator, infant, professionalism, intimacy, pedagogy

#### **Teachers' feeding practices in Colombian childcare centres: Beyond the curriculum**

ELSA ESCALANTE BARRIOS, MARILYN ANTURI, CAROLINA MENDOZA, GAMARRA MARIA ALEJANDRA, ANDREA ROJAS, SALAMANCA CIELO, NAIRIS ROJAS AND DANIELA CUBILLOS, Universidad del Norte, Colombia

The aim of the study is to understand the hidden curriculum related to teachers' feeding practices of preschoolers' in Colombia. There is a recent interest in understanding the effect of teachers' emotions and interactions in feeding practices (e.g., Dev et al., 2014) Teachers are key factors that influence child development (Brofenbrenner, 1977, Pianta & Walsh 1996). This qualitative intrinsic case study is a unique case that was developed in the Caribbean region of Colombia from 2015 to 2016. It is considered as a within-site study because it is located at a single geographical location. Observations and interviews were used to collect the data with the purpose of reconstructing and interpreting the phenomena in the natural setting in terms of the meanings people bring to them through an inductive and deductive logic (Creswell, 2013, Babchuk & Wassenmiller, 2012). The study procedures were approved by the University of Nebraska-Lincoln IRB (U.S) and the research line Infancies and contexts of Universidad del Norte (Colombia) Overall, the hidden curriculum showed control over eating was the most common teacher feeding practice in the Colombian child-care centres. Modelling and pressure to eat tended to be common practices in this cultural setting. Feeding strategies (e.g., hand feeding, bribe, and threat) were associated with implicit rules (e.g., todo, todito, todo, juice and play bribe) of the environments. The study would like to contribute to the creation of cultural responsive programs and policies that promote early childhood development focused on nutritional services for young children.

Keywords: feeding practices, childcare, Colombia, hidden curriculum, teacher

### **Preschool anxieties - Constructions of risk and gender in preschool teachers talk on touch**

MAGNUS ÅBERG (1), CAROLINE JOHANSSON (2) AND MARIA HEDLIN (2), (1) Centre for Gender Studies, Karlstad University, Sweden; (2) Linnaeus University, Sweden

This paper investigates how preschool student teachers, and newly graduated preschool teachers, conceive risks and worries connected to the everyday physical contact with children in preschool. Gender and risk are closely associated in preschools. While men in preschool are vulnerable to suspicions of inappropriate touching (Jones 2001, Berill & Martino 2002, King 2004), women too are affected by this discourse (Jones 2004, Andrzejewski & Davis 2007). The study rests on a social constructivist framework. In particular, we use and develop Stronach & Piper's (2008) notion of relational touch, i.e. we investigate how touch is related to the notions of risk and gender. The study consists of 20 semi-structured interviews. The interviews are analysed by a content analysis that is guided by our theoretical framework and in particular the concept of relational touch. The project has been ethically vetted and approved by the Swedish Regional Ethical Review Board. Of particular importance has been to ensure that informants were well-informed about the project before interviews. Post-interview contact with informants was important to ensure the wellbeing of them. The results show that both men and women have concerns on touch. Also, touch has not only to do with the physical act of touching, it is closely tied to more general aspects of the teacher role, e.g. male teachers refraining from touch can be seen as 'unprofessional' and thereby 'suspicious'. Both teacher education and work places need to be able to properly address teachers' concerns on the everyday physical interaction between teachers and children.

Keywords: preschool, gender, risk, anxiety, relational touch

### **SYMPOSIUM SET B / 28**

#### **METHODS FOR LISTENING TO CHILDREN'S VOICES**

##### **Individual Papers**

CHAIR: ANGEL URBINA-GARCIA, University of Hull, United Kingdom

#### **Drawn to the future? Children's expressions of vocational ideas**

CHRISTINA PERNSTEINER, University of Graz, Austria

Drawings - as an essential expression of humankind - have been used in educational, counselling and research contexts. The proposal focuses on the chances and challenges when using drawings of children in comparison with other research methods in the dissertation "Children's perspectives on the world of work". One assumption is that drawings can give insights into the sub- and unconsciousness areas of the mind. Some psychotherapeutic models have own interpretation systems but nowadays self-interpretations are also important (Handler/Thomas 2014). In research drawings and other forms of creative artefacts are very attractive to explore children's perspectives, especially as an alternative and/or addition to verbal communication in younger age (Clark/Moss 2011). In the research interviews and drawings have been used to explore the vocational ideas of girls and boys. 25 drawings from children between the age of four and ten were produced and interpreted together. They show that the paradigms of being and becoming (James, Jenks, Prout, 1998) in ECEC are not necessarily contrary constructions but strongly blend into each other. Drawings are also discussed as a special way to foster participation and knowledge-co-creation. Still there are a few limitations like children are afraid that they do not have enough artistic skills or they simply prefer other ways of expressing them. Visual artefacts have the power to foster deep(er) conversations, enlightening the past and present (learning) but also creating new visions of the world. Therefore drawings are not only useful for education purposes but also for (participative) research within early childhood.

Keywords: children, art, drawings, participation, visual research data

#### **Listening to children's voices: A systematic review of the literature**

ANGEL URBINA-GARCIA (1), DIVYA JINDAL-SNAPE (2), VICTORIA JUPP-KINA (2) AND ANGELA LINDSAY (2), (1) University of Hull, United Kingdom; (2) University of Dundee, United Kingdom

The aim of this research is to conduct a systematic review of the literature to identify, appraise and synthesize international research published in peer-reviewed journals about how children's voices (3-7 y.o.), are heard in educational research. Since the conception of the UN Convention on the Rights of the Child (1989), the international agenda has paid more attention to what children have to say. However, while there are some studies in this area, there has not been any research focusing on systematically reviewing the literature to examine how children's voices are recognised. Our theoretical framework is informed by psycho-educational research which highlights the need to listen to children's experiences to foster their inclusion and participation in a globalised society. The EPPI-centre (2007) methodology for systematic reviews was adopted for this study. Encompassing literature produced in the period 2006-2016 in both Spanish and English, this review critically explores research which claims to include children's voices through analysing research designs, theoretical frameworks and adopted methods. Following the Framework for Research and Ethics (ESRC), ethical consideration has been given to ensuring fair representation of literature. Preliminary findings show a diversity of strategies used to listen to children's voices. Whilst some studies use qualitative approaches in different topics, there is also a tendency to use quantitative scales rated by adults. Most

of this research is conducted in developed countries and published in English, whilst research is scant in developing countries and there are few publications in Spanish Implications for policy and practice are discussed.

Keywords: children's voices, children's perspectives, systematic review, children's experiences, children's rights

#### **Children's perspectives, ethics and theory**

LENA O MAGNUSSON, University of Gävle, Sweden

The aim of this presentation is to highlight and exemplify some aspects of the relation between, children's perspectives and ethics, based on the way that theory can help in illuminating the relation in-between them. The analysed material is part of the result in a larger study with interest in three-year olds and cameras in preschool. Discussions about ethics, young children's voice and their participation in research has been present in childhood research over a number of years (Christensen & James, 2008, Eide, Hognerstad, Svenning & Winger, 2010). By taking the theoretical point of entry with new materialism and in particular together with Karen Barad (2003, 2007) and her agential realism, I understand the relation between the researcher and the children as flattened out (Jackson & Mazzei, 2012). The research material that is presented is part of a qualitative study with an ethnographic and post-qualitative (Lather, 2013, Lather & St Pierre, 2013) approach. Parents and children have approved to take part in the study, and the chosen theoretical framework offers ethical considerations throughout the whole research process (Lenz Taguchi, 2010). By applying theories to the research material emerges how intra-actions (Barad, 2007) in-between three-year olds and cameras becomes a guide for the researcher and the following research process. The children become pathfinders showing changes in the understanding of both ethics and children's perspective in research. The result may affect both how educators and researchers look at ethics as part of daily life in preschool in relation with young children.

Keywords: three-year olds, children's perspectives, ethics, cameras, intra-action

#### **SYMPOSIUM SET B / 29**

##### **MULTILINGUALISM: WORKING WITH PARENTS**

###### **Individual Papers**

CHAIR: ANNE LILLVIST, Mälardalen University, Sweden

#### **Working with parents of bilingual children in Finland and Sweden**

EKATERINA PROTASSOVA (1) AND NATASHA RINGBLUM (2), (1) Department of Modern Languages, Finland; (2) Stockholm University, Sweden

Interactions with immigrant and minority parents became the most important issue for the modern educational institutions. We studied parents' views and concerns about bilingualism in Finland and Sweden and developed new ways of involving parents into bilingual education. Previously, we examined models and results of bilingual education, teachers' attitudes and everyday communication ways in bilingual classrooms. We take into account the international experience of partnerships between home, kindergarten and school in multilingual settings for the balanced use of languages. Parents of bilingual children are the main agents of the early development of their languages during the first socialisation, while day care and school catch up later. Parents want to have an expert advice from the pedagogical staff and try to influence and control the process of language acquisition (Ward 2013, Epstein 2015, and Boulton 2016). We wanted adults to collaborate with each other. Through surveys, group and individual interviews with parents and stakeholders, we picked out the most important concerns about bilingualism and bilingual education and piloted different models of parents' involvement while comparing results from other countries. All the parents in the pilot group agreed to participate. No names of children are mentioned. The study shows how the Finnish-Russian and Swedish-Russian parents understand their goals concerning the wellbeing of children, what they are ready to invest in interactions with the educational institutions. We illustrate the course and results of the project. We summarize the discovered problems and propose concrete ways of involving parents into intense collaboration with kindergartens and schools.

Keywords: parents of bilingual children, (pre-) primary school, Finnish-Russian bilingualism, Swedish-Russian bilingualism, partnership and collaboration

#### **Multilingual practices and teacher-parent cooperation: A case study of a Swedish preschool**

ANNE LILLVIST AND MIA HEIKKILÄ, Mälardalen University, Sweden

This study aimed to explore the teacher-parent cooperation with a special focus on language development at one multiethnic preschool in Sweden. Previous research has shown that the growing ethnical diversity in the society places high demands on the competence of educators to warrant high quality education for all children (Björk-Willén & Cromdal, 2009, Kultti 2012). Further, high quality ECE has been linked to well establish preschool-parent collaboration strategies, indicating that parent collaboration is a valuable resource in adopting a culturally relevant pedagogy (Tobin, Arzubiaga and Adir, 2013). The theoretical framework rests upon Bronfenbrenner's bioecological systems model and the concepts of relational agency and boundary space as described by Edwards (2006, 2011). The project was conducted with an interactive case study approach, with field observations and interviews conducted with preschool staff at one multiethnic preschool unit. The study was

conducted in accordance with the ethical guidelines of the Swedish Research Council, regarding informed consent, dissemination of results, and confidentiality. The study shows the importance of parent-collaboration in itself and concerning children's multilingual identity development. The informal parent-collaboration turned out to be most efficient compared to formal forms of collaboration. The teachers' beliefs about multilingualism being a "good thing" made the preschool unit work to highlight children's multilingualism and here parent-collaboration had a part. Knowledge about language development of dual language learners and multiethnicity need to be more focused on both in teacher education programmes as well as in facilitating development of cultural awareness and competence in all educators.

Keywords: multiethnicity, language development, teacher-parent collaboration, case study, preschool

### **Bilingualism in the bush: Reconceptualising 'speech community' in family language maintenance in regional Australia**

MARGARET SIMS, ELIZABETH ELLIS AND VICKI KNOX, University of New England, Australia

Children of culturally and linguistically diverse (CALD) families who migrate to Australia often lose their first language (L1) as they learn English, a concern particularly for immigrants and refugees who settle in regional Australia. This study follows plurilingual families of different language backgrounds in 3 regional towns who all have a child between the ages of 2 and 4 years old, tracking each family's language goals, aspirations, beliefs and practices around use of L1. We know from our pilot study that isolated parents outside metropolitan areas have aspirations for their children to be bi/plurilingual, (Author #1 and Author #2 2014), but we know little about how plurilingual families in isolated circumstances in regional Australia manage this task in the absence of a co-located speech community. The ARC-funded 3-year project uses a socio-constructivist framework. A multiple longitudinal case study design with 9 families is used, with video recordings and interviews undertaken at regular intervals with parents, and, where relevant, early childhood educators. The study received ethics approval from the host university. We discuss the different family language policies and the strategies used to support children's acquisition of L1. We also examine how new communications technologies assist with family language maintenance. Government policy is increasingly encouraging new migrants to settle in regional Australia where resources to support maintenance of L1 are scarce. We examine the implications for improved community and educational support for bilingual families in this context.

Keywords: plurilingualism, family language policy, regional Australia, speech community, new communication technologies

# SYMPOSIUM SET C

## THURSDAY 31<sup>ST</sup> AUGUST

### 09.00 – 10.20

#### SYMPOSIUM SET C / 1

##### CHILDREN'S RIGHTS, VOICE AND CURRICULUM DEVELOPMENT

###### Individual Papers

CHAIR: MARGARET O DONOGHUE, Institute of Technology Blanchardstown, Ireland

#### **Responding to children's right to national quality ECE**

LENNIE BARBLETT (1), GILLIAN KIRK (1), ROSEMARY CAHILL (2), (1) Edith Cowan University, Australia; (2) Department of Education, Australia

In Australia, the National Quality Standard [NQS] (DEEWR, 2011) sets a national benchmark for provision of children's services outside the school sector. In 2013, the WA Minister for Education required childhood programmes in schools to Year 2 to also implement the NQS. The aim of this study is to follow four primary schools in the implementation of the NQS from Kindergarten to year 2. The NQS has not been assessed in the school sector therefore this work is the first research into the implementation of the NQS in a state administered school system. Activity Theory was used as the guiding theoretical frame (Vygotsky, 1978, Engstrom, 1987, 1999). Activity theory allows the examination of a phenomenon such as the NQS from different perspectives within a particular cultural setting within a system. Qualitative methods for a case study such as interviews, focus groups, conversations and observations (Denzin & Lincoln, 2011) were used in the data collection across four schools in Western Australia. An information letter and consent form were provided to all participants. Pseudonyms were used for all participants and work settings. All participants were given the opportunity to withdraw at any time. The findings describe the identified aspects that mediated the effective and the ineffective implementation of the NQS such as early childhood training, a push for child agency, knowledge of the NQS and effective leadership. The main policy implementation is that findings show how a national accountability measure can be used as an advocacy tool for quality programmes for children.

Keywords: accountability, children's rights, social justice, quality, standards

#### **Understanding the link between context and curriculum change in early years education**

MARGARET O DONOGHUE, Institute of Technology Blanchardstown, Ireland

This study examines how curriculum changes are implemented on the ground in relation to other contextual dimensions and seeks to identify the complexities of implementing an early childhood curriculum framework within a new curriculum. Braun et al. (2010, p585) argue that incorporating policies into practice is a 'creative, sophisticated and complex but also constrained process' that involves contextual dimensions that include, a school's history, buildings and infrastructures, staffing profiles, budgetary situations and teaching and learning challenges. Ball et al. (2010, p21) suggest there are three constituent aspects of the messy reality of school life, these are material, interpretative and discursive. The study adopts a constructivist approach. Examining how teachers perceive Aistear (NCCA 2009) as an early childhood curriculum framework, requires an exploration of how their individual understandings of Aistear (NCCA 2009) informs their practice. The study adopts a case study design as the method of data collection. Ethical principles and procedures were followed, participants were adequately informed about the purposes of the research, its outcomes, dissemination and confidentiality. The study aims to establish a basis for understanding how curriculum changes are implemented and managed on the ground in relation to other contextual dimensions and to develop a framework that supports primary school teachers to implement a new primary curriculum within an existing early childhood curriculum framework. The study will add to the literature on policy implementation in relation to ECE curriculum, and the role of context in implementing changes in relation to practice on a European and International level.

Keywords: early years, curriculum, context, change, policy

#### **Highlighting Canadian and Tanzanian children's voices and connections through an international multimodal exhibit**

JODI STREELASKY, University of Victoria, Canada

This study investigates children's perspectives on their school learning experiences in two international contexts. The research shares data from 28 Canadian and Tanzanian Kindergarten children in relation to their most valued school experiences, and addresses how children can be competent curricular informants. This presentation shares data from the second year of longitudinal project on children's rights and voices in early childhood. The research is framed by the following theories: Multimodality (Kress, 1997), Sociocultural theory (Vygotsky, 1978), and Place-Based theory (Sobel, 2004). In the study, the children utilised a range of multimodal methods to share what mattered to them with the intent that this knowledge has the



potential to inform curriculum development. The data in the study were analysed within a qualitative, interpretive research approach (Prosser, 1998). In this study, the participants were viewed as knowledgeable and competent members of society, capable of constructing their own knowledge (Rinaldi, 2006). In the Canadian context, letters of consent were given to the children's families. In Tanzania, a verbal explanation of the study was shared with the children's families in Kiswahili by the school's director. Each child also provided assent to participate in the study. The study revealed the children's interest in their outdoor school spaces, and also revealed culturally-specific data linked to the participants' local environments and cultural norms. This research highlights the potential impact of student voice in the development of primary curriculum. Therefore, it is important that students' interests are taken seriously and they are viewed as experts on their lived experiences.

Keywords: children's voices, multimodality, international collaborations, qualitative research, outdoor education

## **SYMPOSIUM SET C / 2**

PROMOTING YOUNG CHILDREN'S DEVELOPMENT OF DEMOCRATIC SKILLS - POLICIES, LEGISLATION AND CULTURE IN SOCIETY, FAMILIES, SCHOOLS AND CHILDCARE

Self-organised Symposium

CHAIR: CHARLOTTE RINGSMOSE, Aarhus University, Denmark

Early Learning extends beyond achieving school readiness. Quality early education and care must also prepare young children for life in a democratic society- that is, the social, emotional, and cognitive capacities that children need to become active, socially responsible citizens in modern society. In this symposium it will be explored how policies, legislation, culture in society, families, schools and childcare and everyday practices can lay the foundation for children's development of democratic understanding and learning of democratic skills.

### **Promoting democracy in children - Policies and culture**

CHARLOTTE RINGSMOS, FREJA FILINE PETERSEN AND SARAH DAMGAARD WARRER, Aarhus University, Denmark

The aim is to explore how policies, legislation, and culture can lay the foundation for children's development of democratic understanding and learning of democratic skills. Danish children and youth people perform at a high level in international studies that measure being prepared for living and acting in a democratic society (ICCS, Schulz 2008), a comparative study on young people's preparation for undertaking their roles as citizens in a range of countries and on the influence of globalization in the 21st century, Danish students take first place in knowledge of democracy and society. We want to raise some of the dilemmas in the Danish society moving from a homogeneous society now faced with globalization. This work builds on former work "How early childhood Experiences promote Democratic Skills?" Ringsmose, Charlotte, Kragh-Müller, Grethe. Nordic Social Pedagogical Approach to early years learning. Springer, 2017. The theoretical framework is Bronfenbrenner, Vygotsky, & Holzkamp The paradigm and methods are sociocultural. It is important to consider the aims and values embedded in the society and culture in order to promote democracy in children. More structured learning approaches are moving in to childcare. The political rhetoric and the possible political actions is a change which may seriously threaten the tradition based on children's influence introducing more school like, and structured ways to interact. The aim in this workshop is to explore the cultural and political level - the Danish society and the national laws and values of democracy for Danish schools and childcare underlying children's everyday lives.

Keywords: democracy, values, globalisation, early learning, children's influence

### **Children's influence on everyday practices in preschool**

GRETHE KRAGH-MÜLLER, HEBA ABDULJALIL, AND LONE SVINTH, Aarhus University, Denmark

It will be presented and discussed how policies, legislation and culture on children and democracy are translated into every day practices in preschools. The aim is to research how you can listen to small children and give them an influence on their everyday lives in preschool and thereby promote their understanding of democracy. This is based on former research "How Early Childhood Experiences Promote Democratic Skills" (Ringsmose & Kragh-Müller, Springer, 2017) and Children's Perspectives on Their Everyday Lives in Denmark and USA (Kragh-Müller & Isbell, ECE, Springer, 2010). Sociocultural Theories on relationships: Vygotsky, 2004, Schibbye, 2002. Socio-cultural developmental theories. Observation was done respectfully in the teacher's and the children's natural settings. Interviews with the children were done in an informal and friendly atmosphere to make them feel comfortable. Their answers were acknowledged. In Denmark it is required by law that preschool children are interviewed once a year on their opinion about preschool. This lays the foundation for the teachers to listen to the children's perspectives throughout the day and give it an influence on every day practices. The findings of the studies implicate the importance of the teachers to reflect on how they can listen to children's interests and give it an influence - also when the children's interests are not the same as the teachers. This so that the children can both enjoy childhood and learn about the society they live in, in order to develop into democratic citizens in a globalized world.

Keywords: early childhood, children and democracy, democracy in preschool, growth promoting relationships, educational quality and culture

## **Professional development in ECEC enabling professionals to promote equity and democracy in ECEC**

BENTE JENSEN, Aarhus University, DPU, Denmark

The aim of research is to highlight how a professional development programme enables professionals to change potentials in ECEC (ECEC), by enhancing the learning conditions and wellbeing of all children. Research showed that (ECEC) make a difference for all children. However, other studies showed that it is still hard to overcome the 'gaps' between children from differing social backgrounds. The study build on theories of professional development related to openness and reflexivity within communities of practices (Wenger, 1998) and communities of innovation (Engeström, 1999, West, 2009). The study is based on an action research paradigm and a mixed method design: A holistic case study (Yin, 2009), is the foundations for the analyses. Practitioners were free to join the project and stop participation at any time. All data was stored to an anonymous account and reported to the Danish Data Protection Agency. Three main findings are discussed: 1) theoretical knowledge of inequality and equity becoming ECEC practices - on an individual level, as well as through team-led co-constructions, (2) communities of practice (CoPs) and communities of innovation (Cols) as principle enablers of theory coming into use, and, (3) professional development as a social innovation driver. Professional's practices changed by processes that involve participant, is organised in learning communities, facilitated and integrated in the entire ECEC system. Implications of this study is to argue that openness and reflexivity in the ECEC field is needed in order to promote equity and democracy in ECEC.

Keywords: professional development, innovation, inequality and democracy, openness and reflexivity, action research paradigm

## **SYMPOSIUM SET C / 3**

### **MODELS OF MULTICULTURAL COMPLEXITY**

#### **Individual Papers**

CHAIR: NIMA SHARMAHD, VBJK, Belgium

#### **Facilitating change towards multicultural early childhood practice: Lessons learned from a knowledge-sharing collaborative**

ANNA KIROVA, REBECCA GEORGIS, REBECCA GOKIERT, LARISSA BROSINSKY AND TERESA MEJIA, University of Alberta, Canada  
The Multicultural early childhood Assessment and Learning (MECAL) project was created to synthesize knowledge and develop educational resources (a video and reflective guide) in support of multicultural practice in the early years. Current programmes for early educators do not adequately cover issues of diversity and how sociocultural environments shape the development and learning for children of diverse backgrounds (Gokiart et al., 2012, Kirova, 2010). A community-based participatory research (CBPR) approach, grounded in theories of mutual collaboration and capacity building was employed. Focus groups were conducted to inform the creation of the video and guidebook and understand challenges and opportunities for multicultural practice in early childhood. Focus group participants included: (a) nine community partners from immigrant serving agencies, school boards, government, and academic institutions, (b) eight early childhood educators, and (c) five cultural brokers working in early childhood settings. Ethics approval for the project was obtained from the University Ethics board. Aligned with the CBPR approach, the partners acted as a community ethics board. Creating meaningful and impactful resources to shift practice is difficult as it risks simplifying very complex cultural issues. Through focus groups the following challenges were identified: systemic barriers, educator beliefs about diversity, educator views about the child, educator buy-in, lack of mentorship supports, and time commitment to the process of change. These resources are beneficial as an initial step towards bridging the gap that exists in educator beliefs about multicultural practices that involve children from immigrant and refugee families.

Keywords: diversity, multicultural, professional development, educator beliefs, immigrant

#### **Making and shaping the first Nishkam nursery: Insights from a British Sikh project for childhood**

GOPINDER SAGOO, University of Birmingham, United Kingdom

I examined the creation of a new nursery by British Sikhs who integrated contrasting frameworks and adopted a global perspective. I investigated: 1) the blend of ideas and values guiding the nursery's creation, 2) how the nursery world was being configured through communicative practice, and 3) parental responses. I built on studies by: Gupta (2006), who argues for recognition of early educational frameworks beyond dominant Euro-American models, Tobin (2005), who critiques 'one-size-fits-all' configurations and, Tobin, Hseuh and Karasawa, (2009), who contrast 'preschool in three cultures'. I drew on three orienting theories: 1) 'the cultural production of the educated person' (Levinson, Foley & Holland 1996), 2) 'policy as/in practice' (Sutton & Levinson 2001) and, 3) 'figured worlds' (Holland et al. 1998). A linguistic ethnographic approach allowed me to examine social processes in their layered and multiscale contexts (Blommaert and Rampton 2011). Observing the natural unfolding of the project, I interviewed nursery founders, staff and parents and recorded day-to-day communicative practice. The educational trust's name, 'Nishkam', was key to discussions of its vision-building, hence it was agreed to identify it by name. Names of parents and children were not disclosed. Consent was received for audio/visual data gathered. The research illuminated: the role of founders and early staff as 'interpretive conduits' (Hornberger & Johnson 2007), an underlying curricular focus on fostering values and, factors securing ongoing parental commitment. The study highlights

possibilities for resourceful local engagement to ambitiously provide for early childhood to stimulate attitudes of solidarity and address social failures to children.

Keywords: education policy and practice, minority participation, cultural frameworks, values education, local and global perspectives

#### **Norwegian kindergarten teachers' cooperation and trust building with Polish parents**

KRISTIN ROSTAD GANGSTAD (1) AND SIGRID BØYUM (2), (1) Volda University College, Norway; (2) Western Norway University of Applied Sciences, Norway

The present study investigates what experiences Norwegian kindergarten teachers have, related to cooperation and trust building with parents with Polish origin. Andersen et al. (2011) conducted a national survey study of multicultural kindergartens in rural parts of Norway, and we will relate our findings to this study. Both parental cooperation and diversity as a resource are emphasised in the governmental documents for Norwegian kindergartens. Our study builds on social theories about cooperation between parents and preschool teachers, including the bidirectional influence between institutions and members of the society (Berger & Luckmann, 2000). The study is based on eight qualitative research interviews with kindergarten teachers in kindergartens in rural areas of Norway, and is inspired by phenomenological perspectives. The kindergarten teachers participated voluntarily. The anonymity of the institutions were maintained through fictitious name. No personal information are collected in this study. Preliminary findings are that the kindergarten teachers experience having managed to build trust. We find that the Polish parents have limited influence on the kindergarten's content and practice. We discuss whether the cooperation is restricted to giving information and one-way communication, rather than equal cooperation and dialogue. This study has relevance for Nordic kindergarten teachers and kindergarten teacher education, as Polish immigrants are common in Nordic countries. Although the focus in this study is Polish parents, we believe that our study will have relevance for parental cooperation in general.

Keywords: multiculturalism, Polish parents, parental cooperation, trust building, diversity

### **SYMPOSIUM SET C / 4**

#### **DIGITAL ACTIVITIES IN ECE**

##### **Individual Papers**

CHAIR: CHIARA BERTOLINI, Università degli studi di Modena e Reggio Emilia, Italy

#### **Game on! Analogue and digital memory game activities in preschool**

MALIN NILSEN, NIKLAS PRAMLING, CECILIA WALLERSTEDT AND MONA LUNDIN, Department of Education, Communication and Learning, Sweden

This paper contributes to the discussion on playing and playing games by presenting an empirical study on two different types of game activities in a Swedish preschool: an analogue Memory game and a digital Memory application. Research shows that in many cases new technologies are introduced in educational settings with a similar purpose as their analogue predecessors (Hughes, 2005, Nilsen 2014). However, whether children actually use digital and analogue games in the same way - with the same potential effect - need not be presumed. The theoretical framework for the study consists of sociocultural theory with a special focus on mediation (Vygotsky, 1978) and remediation (Cole & Griffin, 1983). The study is based on video observations of eight children (between three and four years old). Interaction analysis (Jordan & Henderson, 1995) is used as analytical framework. The study was conducted in accordance with the ethical guidelines of the Swedish Research Council. This entails that participation was voluntary and the guardians were informed about the study and gave their consent. The result shows that the activities differed greatly in terms of engagement and actions among the children. The analogue game mediated competitive game activities where the opponents used different strategies to win as well as to keep score. The digital game application, however, remediated the activity as non-competitive solitary digital play. The study has significance for the critical discussion of the use of digital technologies in educational activities and especially when used as replacement for analogue artefacts.

Keywords: digital, analogue, game, play, mediation

#### **Fostering narrative skills through digital storytelling in ECE**

CHIARA BERTOLINI, ANDREA ZINI AND LORENZO MANERA, Università degli studi di Modena e Reggio Emilia, Italy

This study is part of the wider STORIES research project (Erasmus+ 2015-2018) focusing on digital storytelling (DST) as a mean for fostering children's media literacy and narrative skills. While there is substantial literature on technology and literacy in ECE settings (Burnett, 2010), on DST intended as a teaching and learning tool (Boase, 2013), only a small amount of studies involves children in creating multimodal texts (Marsh, 2006). We think it would be useful to supplement knowledge of children's narrative skills development as digital storytellers. The project has a similar approach to action research (Lewin, 1944). Teachers of the schools involved have followed a specific training about media literacy (Dezuanni, 2015), narrative

skills (Rollo, 2007) and teaching strategies for the implementation of DST in preschool (Yuksel, 2011). 6 Italian preschools take part to the project for two school years. At the end of the first one, these schools will produce 18 children digital stories that will be evaluated. To this purpose, the research group has developed a tool for assessing the digital stories' quality. Research respected EECERA ethical code. Particularly, the subjects decided to participate in the research previously clearly informed. The research guarantees the anonymity about collected information. Participants are viewed as subjects with rights. We will present the digital stories' assessment tool, discuss the instrument's validity evidence and present the results related to the quality of the stories produced during the first year of experimentation. Based on the final results, guidelines for DST in ECE will be released.

Keywords: digital storytelling, narrative skills, media literacy, ECE, digital media

#### **Digital photography and mathematics: A photobook approach in one Norwegian kindergarten**

ELENA SEVERINA AND ESPEN HELGESEN, Western Norway University of Applied Sciences, Norway

This paper studies how digital photography and the creation of photobooks can be used to support learning of mathematics in kindergarten. Our pilot project was inspired Ching, Wang, Shih & Kedem (2010), who studies how the work on digital photo journals influence social and cognitive reflection of 4-6 years old. We focus on the mathematics that children naturally engage with when they take pictures and set them together in a photobook. Bishop's (1988) six fundamental mathematical activities provided the theoretical framework for identifying the mathematics children engage with during the creation of photobooks. The video data and field notes from the larger data collection are analysed initially using Bishop's (1988) six fundamental mathematical activities: counting, measuring, designing, locating, playing and explaining. Children were permitted to explore researcher's photo- video equipment, and decide to which degree they wanted to participate. The project is completed in correspondence to requirements of Norwegian Centre for Research Data. As our study showed, working on a photobook provides a wide range of opportunities for learning mathematics in a playful way. By raising awareness about the pedagogical potential of using digital photography in general, and photobooks in particular, we can both reveal and further develop children's understanding of mathematical concepts.

Keywords: photography, mathematics education, a photobook approach, fundamental mathematical activities, play pedagogy

### **SYMPOSIUM SET C / 5**

#### **ISSUES OF GENDER, RACE AND MIGRATION IN ECEC**

Individual Papers

CHAIR: CATERINA SATTA, University of Bologna, Italy

#### **Race and gender in early childhood: Methodologies in Brazilian research on children**

DANIELA FINCO (1), CAROLINA ALVARENGA (2) AND ELLEN SOUZA (2) (1) Universidade Federal de São Paulo, Brazil; (2) Universidade Federal de Lavras, Brazil

This paper aims to contribute with studies related to the production of children's cultures within Sociology of Childhood, listing studies focused mainly on race and gender relations constructed with children zero to six years old in different educative ambiances. Research has pointed out that children are producers of culture and they have put the challenge of having the child as the core plan of research and not only the product of the environment around him/her. For such, they highlight the importance of acknowledging the diversities and differences in the Brazilian context for the comprehension of the children's cultural production. Analyses are based on the assumptions of the Pedagogy and Sociology of Childhood (Corsaro, 2011, Faria e Finco, 2011), focusing the analyses and theories associated with race (Bàç, 2010, Souza 2016) and gender relations (Alanen, 1994, Ferreira, 2004, Finco, 2010). It is a bibliographical research that takes into consideration the Brazilian productions linking race and gender with children over the last decade. The conduction of the investigations meets both ethical and legal precepts with due authorization and documentation from ethics committee. Preliminary data show that most studies deal with children within certain institutions, especially schools. Authors seeking to consider the diversities and differences tend to acknowledge the specificities of plural Brazilian childhoods. The theoretical effort to develop methodologies which include social markers as race and gender announces a political and ideological standpoint underpinned on the recognition of rights and cognitive justice in order to construct education on egalitarian basis.

Keywords: children's cultures, race, gender, child education, early childhood

#### **Otherness: Exploring issues of gender and migration through children's picture books**

TIM ROHRMANN (1) AND CLARE O'DONOGHUE (2), (1) Dresden University of Applied Sciences, Germany; (2) M Middlesex University, United Kingdom

This cross-country study compares undergraduate students' attitudes to children's picture books (1) promoting alternative images of gender, and (2) tackling issues of migration and flight. The research points out how children's books can be used

for awareness raising for pro-active inclusion. The study continues research in the UK, Germany and Spain, looking at EYs students' attitudes towards issues of inclusion in children's books (O'Donoghue & Rohrmann 2016). It builds up on intersectional/gender theory and concepts of inclusion and gender sensitive education (Rohrmann & Wanzeck-Sielert 2014) as well as on recent political developments. Sustained shared thinking is used as a means for developing awareness for issues of gender and migration. A quantitative questionnaire developed by the authors was used with students in England and Germany. Students analysed children's picture books promoting aspects of gender and migration, rating them in terms of acceptability and usability. An individual/pair response was followed by group discussions where further notes were taken. To allow cross-country comparison, the book sample included books available in English and German. Respondents were informed of the purpose of the activity, gave their consent, and were informed about results. Questionnaires were submitted anonymously. Results show that books confronting gender stereotypes can be a challenge for ECEC students, especially when it comes to issues of sexual orientation. Regarding flight and migration, some respondents tend to avoid difficult and frightening aspects. It is concluded that students and ECC staff can develop sensitivity for issues of gender and migration by critical reflections on children's books.

Keywords: gender, migration, children's books, inclusion, gender sensitive pedagogy

### **Playing with gender: Taking up and challenging heteronormativity in an ECE setting**

LISA-MARIE GAGLIARDI, University of Western Ontario, Canada

This study aims to challenge views that children must be protected from gender and sexual discourses in effort to maintain childhood innocence. The 'New' Sociology of Childhood (Mayall, 2013) and the Reconceptualization of Childhood (Dahlberg, Moss & Pence, 2013) revoke the concept of childhood innocence as an obstacle to children's full citizenship. This study offers access to knowledge as an empowering vehicle through which children may partake in full citizenship (Robinson, 2014). Framed in postmodernist feminist theories, this study upholds gender and sexuality as social constructs influenced by cultural and societal values (Blaise, 2009, Butler, 1994, Robinson, 2005). Aligning with the postmodernist paradigm, this study explores how children co-construct and exist within heteronormative discourses in a Canadian ECE classroom. Participant observation was employed and video-recorded with ten kindergarten children and three educators. Discourse analysis articulated three main findings. Ethical considerations included attaining permission to distribute parental consent forms. Assent forms were reviewed with children, demonstrating respect for voice and individual rights. The findings expose (1) children employed six discourses relating to gender and sexuality: "hair," "clothes," "colours," "masculinity as the rejection of femininity," "superhero" and "princess play", (2) play is a site to transgress hegemonic discourses, (3) educators have critical roles in transgressive play by disrupting children's heteronormative assumptions. The educator's role to disrupt heteronormativity requires foundational understanding of hegemonic discourses in relation to children's genders and sexualities. Recommendations involve offering post-secondary ECE courses that include postmodernist feminist theories which promote reflection on political and power discourses in the field.

Keywords: gender, sexual citizenship, postmodernist feminism, heteronormativity, discourse analysis

## **SYMPOSIUM SET C / 6**

### **DEVELOPING COMMUNICATION THROUGH INTERACTIVE WHITEBOARD, DIGITAL TECHNOLOGY AND CHILDREN'S REMINISCES**

#### **Individual Papers**

CHAIR: CAROLYN SILBERFELD, Early Childhood Studies Degrees Network (ECSDN), United Kingdom

#### **Intersubjectivity and aesthetic judgments in young children's narration with an interactive whiteboard**

EWA SKANTZ ÅBERG, Department of Education, Communication and Learning, Sweden

Digital technologies offer tools for combining sign systems, setting up new frames for narration, challenging traditional literacy practices in ECE. This presentation will account for an empirical study investigating what activities emerge when six-year olds are instructed to create narratives with a touch-based interactive whiteboard. Special attention is directed to the children and the teacher's orientation in the activities (cf. Bendroth Karlsson (2011). Jakobson and Wickman (2008) have shown the importance of aesthetics in education, in this study, the uttered aesthetic judgments and their role in the activities are highlighted. Theoretically, the study builds on a sociocultural perspective on learning and Dewey's (1934/1980) philosophy on aesthetic experience. The data consists of video recordings from an ECE classroom. The films have been transcribed and analysed according to the principles of Interaction Analysis (Jordan & Henderson, 1995). The research adheres to the ethical guidelines of the Swedish Research Council. The children and their parents are informed about the research and giving their consent. The findings show that the children direct their attention to the visual arts, even when the teacher scaffold narrative learning. This leads to the participants' failure to establish sufficient intersubjectivity. The explanation is referred to the design of the interactive whiteboard, but also the children's experiences of popular culture. The participants frequently use aesthetic judgments, constituting directives in leading the activities forward, being indicators of the children's learning. The study illustrates how the relationship between teaching and learning cannot be predetermined but is a communicative matter.

Keywords: digital technology, aesthetic judgment, intersubjectivity, narrative, ECE

## **Young children and digital technology: From paper to the touch screen**

DONATA RIPAMONTI AND PAOLO FERRI, Università degli Studi Milano Bicocca, Italy

This research examines how 0-3 year old children explore and interact with digital technologies and the roles of print and digital picture books in early childhood literacy education. The study was conducted in infant-toddlers centres. The massive diffusion of digital technologies has modified the educational scenarios (Ferri, Mantovani, 2006, 2008, Geist, 2012, Riva, 2014) and forces educators to wonder about similarities and differences of paper books and digital ones and about their possible use by toddlers (Roncaglia 2010, Antoniazzi 2012). Many studies have demonstrated that an early and positive meeting with books has important implications with child's cognitive, emotional and social development (Detti, 1987, Blezza Picherle 2004). So it is urgent to investigate what impact can have early reading stories through touch devices and what is the role of the adult. The study combines qualitative research instruments in education (observation, focus group) with some indications coming from anthropological and ethnographic studies (Tobin et al., 2000, Goldman et al., 2009). The study also provided for the distribution of questionnaires to a sample of parents in order to investigate toddlers' use of digital technologies in the family. All the participants have voluntarily signed an informed consent concerning the research activity. The article illustrates the main themes emerging from the latest literature review and presents the first data emerging from the exploratory phase of an ongoing research. The study aims to identify guidelines that can offer a reflection on the role of parents and educators in scaffolding children's digital skill and emergent literacy.

Keywords: children, touch screen, reading, learning, research

## **SYMPOSIUM SET C / 7**

### **FAMILY LITERACY AND THE ROAD TO AUSTERITY**

Self-organised Symposium

CHAIR: SUSAN KRIEG, Flinders University, Australia

The three papers presented in this symposium utilise different theoretical frameworks to examine contemporary approaches to working with families in order to foster their children's literacy learning. The first paper considers the ways the neo-liberal project has constructed parental responsibilities for their children's literacy development. The second paper explores theoretical approaches that underpin some parent support programmes. The final paper examines one of the common features of family literacy - the picture book - and critiques the idea that 'simpler is better' when considering these texts. The three papers are underpinned by a common understanding that the quality of parenting and parent involvement in children's learning is a powerful determinant of educational success. We argue that further ongoing research is essential if we are to move beyond the status quo and address the inequitable literacy learning outcomes for many groups of children.

### **Economic realities: Constructing the contemporary family**

SUSAN KRIEG, Flinders University, Australia

The aim of this research is to examine the ways families are positioned within contemporary political discourses and the research objective is to ascertain how families perceive this positioning. The paper draws from theorisation and research (e.g. Bauman, 2005, Smyth, 2014) related to the ways neoliberalism constructs childhood as an 'investment'. The research examines the claim that in the contemporary Australian context (as in many western countries) family is constructed as a 'competitive economic unit' (Erickson, 2015). This qualitative research draws from a South Australian study (Hill, Krieg, Forster, Rose, & Nechnoglod, 2008) to consider parent perceptions regarding one example of commercially produced parent support materials. The social constructionist research paradigm utilises modified Critical Discourse Analysis as a methodology to examine qualitative data from both commercially produced materials and interviews with parents as method. Ethics concerns were addressed through the University and Departmental approval processes. A major ethical concern in this project, given the small number of sites involved, related to ensuring anonymity of the participants. This was addressed by de-identifying data using pseudonyms for both interviewees and sites throughout the research process. The paper argues that a construct of family as an economic unit has resulted in a situation where many parents seek a competitive advantage for their children. Within this context, commercially produced programmes are often perceived as beneficial. Parent early literacy support materials must take into account the very diverse experiences of Australian children and families.

Keywords: neoliberalism, families, commercial materials, early literacy, consumers

### **Caring about literacy - Who, what, how? A bigger picture**

GERRY MULHEARN, Flinders University, Australia

This paper explores parents' perceptions of approaches to early literacy learning. Australian results from international assessment programmes (ACER 2016) have been seen as an education crisis, provoking "knee-jerk" policy responses for a narrow focus and earlier assessments of literacy. While the technical aspects of becoming literate must be addressed, the contexts of families and issues of power and democracy must also be considered in developing programmes for young children. Early literacy programmes can be based on the understanding that the quality of parenting and parent involvement

in children's learning are powerful determinants of later schooling success (Hill, Krieg, Forster, Rose & Nechvoglod 2008). Findings from two research reports about family literacy programmes (Hill et al 2008, Mulhearn 2016) are examined using a framework for an ethic of care (Tronto 1993, 2013), analysing parents' comments on the benefits and challenges of each approach. Particular attention is given to adults who have not had an extended formal education themselves, and engaging together to provide rich and relevant early experiences. To ensure confidentiality, project information sheets were provided, informed consent was gained, and pseudonyms were used for all participants. Both projects prompt some principles for program design and raise further questions for exploration. Practical implications of understanding parents' perspectives, and educators' competence in responding to them are summarised. Looking through the lens of an ethic of care and really listening to parents provide insights about how educators and parents can learn and work together in the interests of children and their literacy learning.

**Keywords:** early literacy, ethic of care, parent perspectives, program analysis, competent responses

#### **New Words! Rethinking vocabulary in family literacy programmes**

SUSAN HILL (1), SUSAN KRIEG (2) AND GERRY MULHEARN (2) (1) University of South Australia, Australia;  
(2) Flinders University, Australia

To investigate the vocabulary content of picture books selected for use in a resource based home intervention program. Reading of picture books occurs within many family literacy programmes (Senechal & Young, 2008). However many picture books are increasingly short and simple, ignoring the importance of vocabulary development and learning to read (Wasik et al, 2014, Hart & Risley 1995) and different literary and scientific vocabulary in fiction and nonfiction books (Goldman et al., 2016). Literary theory (Sipe 2000), literacy and vocabulary development and early reading (Massaro 2015), disciplinary literacies (Goldman et al 2016) and developmental psychology (McGee 2015, Clay 2001) are used to explore the literary and scientific language of selected picture books for families of 3-6 year old children. The research methodology of the resource based home intervention in two diverse research sites is outlined. Content analysis of rare words and challenging vocabulary (Beck & McKeown, 2007) in the selected fiction and information picture books read by families was analysed. University and Education Department ethics approval was attained ensuring ethical recruitment, consent and confidentiality of participants plus benefits to participants. The shared reading of picture books provided a vehicle for vocabulary development of both literary language and scientific language. Involving families in the search for new words in picture books has the potential to extend family vocabulary. Vocabulary provides the foundation for grammatical knowledge and listening comprehension (National Early Literacy Panel 2008). A focus on challenging vocabulary refocuses the bedtime shared reading activity towards a continuing fascination with words.

**Keywords:** early literacy, shared book reading, vocabulary, picture books, family literacy

### **SYMPOSIUM SET C / 8**

#### **EARLY CHILDHOOD TEACHERS' THOUGHTS ABOUT MATHEMATICS**

Self-organised Symposium

CHAIR: CHRYSTALLA PAPADEMETRI, European University Cyprus, Cyprus

In preservice teacher training not only students' knowledge and skills are important. Early childhood mathematics is very different from mathematics at school, and many students have strong emotions towards mathematics due to experience with the subject at school. Only with the right perspective and attitude, teachers can help children to experience mathematics as useful and joyful. Therefore, it is important for teacher educators to work on students' perspectives, beliefs and attitudes towards mathematics. The studies in this symposium explore factors influencing preservice teachers' choices, emotions and performance. This is one out of four symposia organised by the SIG Mathematics Birth to Eight Years.

#### **Teacher's analysis of teacher / child engagement into the meanings of children's mathematical graphics**

ELIZABETH CARRUTHERS, Bristol University and Redcliffe Nursery School, United Kingdom

The aim of this study is to consider pedagogical strategies to support young children's own mathematical representations. Building on my previous work on the pedagogy of children's mathematical graphics (Carruthers and Worthington, 2011, Carruthers, 2012, Carruthers, 2015) this research focuses on teachers' one to one engagement when they are listening and responding to the children's mathematical graphics. It is part of a longitudinal study and the focus of my doctoral work. This is a qualitative study and the underpinning theory is sociocultural (Vygotsky, 1979). This study is placed within a learning community (Lave and Wenger, 1991), it is participatory (Bergold, 2007:24) 'where partners are involved in the knowledge production process'. It is within an interpretative paradigm. The data is collected from a focus group of nursery (3/4year olds) and reception teachers (4/5year olds) in English State Schools. It analyses teachers' responses to their children's mathematical graphics and their views and opinions in engaging with children's mathematical representations. The study adheres to the BERA and the Bristol University Graduate School of Education Guidelines. Consent forms and full explanations of this study were given to all the participants. The findings revealed the challenges faced by teachers in understanding children's mathematical meanings in order to support the children's mathematical thinking. This study also uncovered different levels

of teacher engagement with the children and their mathematics. The strategies that proved the most useful to support the children's mathematical thinking may be a useful guide to classroom teachers who want to understand children's mathematical thinking.

Keywords: children's maths graphics, pedagogy, children's meanings, children's thinking, teacher interaction

#### **Factors influencing preservice teachers' choices of picture book for mathematics learning in early childhood**

ELIZABETH DUNPHY, DCU Institute of Education, St Patrick's Campus,, Ireland

This paper discusses factors that preservice teachers report as influential in their choices of picture books for use in supporting young children's mathematical development and learning. The author describes how work from the a realistic mathematics education perspective (van den Heuvel-Panhuizen and Elia, 2012, 2013 ) informed preservice education about choosing picture books in early childhood mathematics education. Cognitive (e.g., Clements and Sarama, 2009) and sociocultural (e.g. Klibanoff et al, 2006, van Oers, 2013, Wells 1992,) perspectives are also influential. Preservice teachers who had completed an assignment on the use of picture books to support early mathematics learning were invited to participate in the research. A documentary analysis (Bowen, 2009) of the data was carried out on the participants' assignments. This was followed by a content analysis on the particular section of the documents which documented participants' rationales for choosing a particular picture book (e.g., Denscombe, 2007). Ethical approval for this project was obtained from Dublin City University Research Ethics Committee. Decisions were informed by the EECERA Ethical Code (2015). The preservice teachers appeared, in general, to work with key elements of a framework specially designed to guide their choice of picture book. However, there were also messages about how affective issues as well as pedagogical issues influence picture book choice. Findings suggest the need for more emphases in preservice education on the explicit use of frameworks for selecting picture books that support early mathematics learning.

Keywords: preservice teacher education, picture books, early childhood mathematics education, mathematics, supportive frameworks

#### **Teachers' views on the development of abstract representation in mathematics in Year 1**

PAMELA MOFFETT AND PATRICIA EATON, Stranmillis University College, United Kingdom

This small-scale study aims to evaluate teachers' views on abstract representation in mathematics and its emergence in the Year 1 classroom. It is one aspect of the 'Promoting Early Number Talk' (PENT) project which explored the impact of 'Number Talk' (a resource book to promote early number vocabulary) on teacher knowledge and practice. Hughes's (1986) research on the gap between children's concrete understanding of mathematics and their ability to manipulate the formal abstract symbolism of 'school mathematics' appears to have influenced curriculum documentation in the UK, but his influence on practice has been sadly lacking (Carruthers and Worthington, 2006). The theoretical framework draws upon socio-cultural theories of learning (Rogoff, 2003, Vygotsky, 1978). Through shared experience children reinvent and co-construct their understandings of the written language of mathematics. Bakhtin (1981, 1986) highlights the importance of creating knowledge through collaborative talk. The study involves Year 1 teachers (n=5) who implemented 'Number Talk' over a six month period. Based on an interpretivist paradigm, data was collected from a range of sources (including teacher reflective diaries, questionnaires and group interviews) and analysed using constant comparison. University ethics approval was obtained followed by approval from the principals and participating teachers. Findings show that teachers demonstrated a greater appreciation of the value of concrete experience in a range of meaningful contexts and the importance of children communicating their thinking using words as well as their own mathematical graphics. Given the emphasis on providing evidence of children's learning, the findings have significant implications for policy and practice.

Keywords: mathematics, early years, concrete experience, language, mathematical symbols

### **SYMPOSIUM SET C / 9**

#### **LANGUAGE ENVIRONMENTS IN MULTILINGUAL CONTEXTS**

##### **Self-organised Symposium**

CHAIR: KATRINE GIAEVER, Inland Norway University of Applied Sciences, Norway

According to several researchers (Jørgensen 2008, Blackledge and Creese 2011) monolingualism is often the norm in European schools. While multilingual staff was seen as important in Norwegian ECEC two decades ago, Norwegian policy plans seem to be moving more and more towards preferring monolingual practices. Yet, groups of children in ECEC are often multilingual, and the staff need to find professional ways of working with language among the children. In this symposium we discuss the language environment in Norwegian ECEC by exploring different views on multilingual practises. We ask the following questions: What kind of strategies do staff in ECEC follow in order to construct a good language environment? To what extent is multilingualism and children's mother tongue seen as a value in ECEC? Through analysing pictures and stories from the field, we construct narratives that represent everyday life in multilingual environments of Norwegian ECEC.



### **Atmosphere in multicultural preschools**

KATRINE GIAEVER, Inland Norway University of Applied Sciences, Norway

The aim of this paper is to investigate the pedagogical atmosphere, which prevails within multicultural preschools. Norwegian government policy perceives preschools as playing a key role in terms of learning Norwegian language before starting school. I consider whether the atmosphere in preschools can, on the one hand, open up linguistic interactions where school readiness is optimised. On the other hand, I consider whether the atmosphere can control children's interactions where care, play and learning can be hindered. I argue that certain atmospheres work against the political goal of language and school readiness, which is particularly damaging for multilingual children. Claire Kramsch (2009) and Normann Jorgensen (2008) have done important research on multilingualism, and I build my research on their theories as well as Cahralotte Palludan's research about inequality in ECEC. The theoretical framework is critical phenomenology. This is a PHD Project examining multilingualism in Norwegian ECEC in a critical perspective. Methods are participant observations and focus group interviews, analysed in a sociolinguistic and phenomenological framework. All the data will be anonymized and I try to seek multiple perspectives on my work, not constructing participants into "right" or "wrong". The main discussion is about how staff in ECEC can develop an atmosphere where the children are allowed to use multiple language skills. I see social skills as just as important as learning words and sentences when children develop a second Language. My work might have influence on policy plans developing learning environments in Norwegian multilingual ECEC.

Keywords: multilingualism, multiculturalism, interactions, phenomenology, sociolinguistics

### **Beyond the resource perspective - Exploring teachers' views on multilingualism in an ECEC context**

ANJA MARIA PESCH, UiT, The Arctic University of Norway, Norway

This study explores views on multilingualism among ECEC teachers and how they are expressed and constructed through linguistic and pedagogical practices as well as through the institutions' interior and choice of artefacts displayed. ECEC teachers' beliefs on children's bilingual language development have been discussed in several studies, especially within bilingual ECEC (Palviainen & Mård-Miettinen 2015, Moin, Breikopf & Schwartz 2011). My study explores perspectives framed by an explicit resource perspective in two ECEC institutions with a high percentage of multilingual children in Norway and Germany. Bakhtin's (Bakhtin 1981, Ball & Freedman 2004, White 2017) dialogical perspectives frame the study both epistemologically and theoretically. It is based on theoretical perspectives about views on multilingualism (Jørgensen 2008, Garcia & Wei 2014) and their relation to language ideologies (Jaffe 2009, Woolard 1998). This qualitative ethnographic case study (Gulløv & Højlund 2010, Flyvbjerg 2006) draws on semi-structured interviews with kindergarten teachers, observations and photographs. Informed consent was collected from all participants, and withdrawal was possible at any time. Pseudonyms are used for both participants and institutions. The discussion evolves around how teachers' views on multilingualism are constructed within and at times challenge the prevailing resource perspective. Drawing on the study's comparative elements with fieldwork from two countries, differing perspectives are used to question naturalized understandings of multilingualism within ECEC on the local and national level. The findings challenge naturalized understandings of multilingualism as resource in ECEC, the role they play for linguistic practices and how they are constructed within early childhood Teacher Education.

Keywords: multilingualism, linguistic practice, language ideologies, teachers' views, discourse analysis

### **Material and linguistic landscape constructing indigenous identity and multilingualism in an ECEC context**

CAROLA KLEEMANN, UiT - The Arctic University of Norway, Norway

This study discusses organisation of material artefacts and linguistic landscape (Landry & Bourhis 1997), or schoolscape (Johnson 1980), to strengthen indigenous identity and multilingualism. Schoolscapes, the material environment of formal education (Johnson 1980), are viewed as tools for orienting the choice between various cultural and linguistic values and ideologies (Brown 2012, Szabà 2015). I will discuss this in ECEC contexts for Sámi. Edward Said's "Orientalism" (Said 1978) is a backdrop for perspectives on how linguistic landscapes in multilingual settings (e.g. Shohamy 2012, Shohamy & Waksman 2009) convey language ideology (Irvine & Gal 2000) in vitalization and enhancing of indigenous cultures and languages. The basis for this study is qualitative material: photographs taken during semi-structured interviews (Drever 1995) taped while walking around in the Kindergarten to allow for the environment to shape the interview (Evans & Jones 2011). Informed consent was collected from all participants, and withdrawal was possible at any time. Pseudonyms are used for participants and institutions. Artefacts and linguistic material belonging to the indigenous culture were confined to the Sámi department. Material artefacts enhanced an archaic or traditional cultural identity, while written material conveyed everyday activities in the kindergarten. Vitalization of indigenous languages and cultures in ECEC settings can reproduce certain elements of traditional culture that may exotify the indigenous children's identity. A critical view on artefacts and linguistic landscape could aid kindergartens reviewing their visual practices and choices of artefacts.

Keywords: multilingualism, linguistic landscape, language ideologies, schoolscape, indigenous identity

## SYMPOSIUM SET C / 10

### PATERNAL INVOLVEMENT

#### Individual Papers

CHAIR: JOSHUA MIDDLETON, Florida State University, United States

#### **Paternal involvement in Turkey: Views and implementations of early childhood educators**

SEVCAN HAKYEMEZ-PAUL, PÄIVI PIHLAJA AND HEIKKI SILVENNOINEN, University of Turku, Finland

The aim is to identify the paternal involvement practices in Turkey in ECE and the obstacles preventing sufficient paternal involvement as these obstacles are rarely studied. Previous studies show the importance of paternal involvement in children's academic achievement and wellbeing (Lamb, 1997, Levine, Murphy, & Wilson, 1997, Horn, 1997, Evans & Fogarty, 2005, Hakoama & Ready, 2011). Considering the changes in society and family structure, it is important to investigate the paternal involvement in education (Castelain-Meunier, 2002, Berger, 2004). For a sufficient paternal involvement, understanding the early childhood educators' views and their practices is significant (Lamb, Michael E., 2000). Investigating paternal involvement through Epstein's (2012) parental involvement framework could help to develop better understanding for efficiency in paternal involvement. Quantitative method was chosen. A questionnaire was distributed in Ankara. No personal information was gathered, and it is completely anonymous. The data are kept in an encrypted hard disk. The analysis still continues, the preliminary results show that the participants are positive towards paternal involvement. They are not convinced the place of the fathers in the school premises, thus they mostly prefer home support as paternal involvement. They state that the practices are insufficient due to fathers' unwillingness. This research will provide a better understanding of what the current state of paternal involvement in ECE is. The results will help to determine how to develop effective paternal involvement in ECE for equality among parents, more women in work force and healthier and more successful pupils.

Keywords: paternal involvement, teacher opinions, fatherhood, ECE, Turkish context

#### **Cross-cultural perspectives on paternal involvement in ECE: Norwegian and South Korean fathers**

WONKYUNG JANG (1) AND HEY JUNG JUN (2), The University of North Carolina at Chapel Hill, United States;  
(2) Yonsei University, South Korea

The objective of this cross-cultural study is to contribute to understandings about social cohesiveness and cultural diversity in ECE by comparing Norwegian and South Korean fathers and teachers. Fathers can play a key role in organizing physical and social contexts of children's development and learning especially in the early years. Diverse interpretations of the paternal role are found in research on fathers' beliefs and practices (Hoover-Dempsey et al., 2005) as well as studies that focus on environmental influences in the broader society (Fantuzzo et al., 2013). However, there is scarce research that demonstrates the connections between fathers' and teachers' ethno theories and paternal involvement at home and school. The study is guided by socio-cultural theories of human development (Rogoff, 2003). This presentation is based on findings from mixed methods research. Participants include 192 fathers (Norway: 96, South Korea: 96) of three- to five- year old children. Data collection included semi-structured interviews and surveys. All participants consented for their data to be utilized in this research following procedures approved by the Institutional Review Board (IRB) at Yonsei University. The discussion concludes by situating these diverse but supportive forms of paternal involvement - e.g., Scandinavian welfare state with its emphasis on individualism and tolerance, and South Korea's Confucian collectivism, including suppressive tactics to facilitate tension reduction and harmony. The findings have the potential to motivate teachers and policy makers to reconsider means and meaning of father involvement from cross-cultural perspectives.

Keywords: father involvement, cross-cultural research, developmental niche, power relations, mixed methods

#### **The effects of parents on home literacy environments: Regards to emergent literacy**

JOSHUA MIDDLETON (1), SARA TOURS, (2) AND AHMET SIMSAR (1), (1) Florida State University, United States;  
(2) Slippery Rock University, United States

This literature review aims to evaluate research findings regarding the effects of low socioeconomic status parents on home literacy environments with regards to emergent literacy development. Tamis-LeMonda, C. S., Shannon, J. D., Cabrera, N. J., & Lamb, M. E. (2004, November/December), Senechal, M., & LeFavre, J.-A. (2002, March/April), and others expose a lack of research on a father's effect on home literacy environments. It is important to show the significance of low-SES parental involvement in early literacy development and further explore relationships between home environments and literary skill development. The theoretical framework for this literature review is a combination of a sociocultural perspective on early literacy development (Gee, 1996), and social interaction theory (Mead, 1934), and social learning theory (Bandura, 1977) Methodology of this study is a review of relevant research within the paradigm of emergent literacy with low-SES families. As a literature review, this paper disseminates previously published research. All papers were chosen for their adherence to accepted ethical standards. The findings of this literature review paper assume that more research is necessary in how parental involvement early in a child's life can have a direct impact on their development through their early literary environment. It also shows that there is more research done regarding a mother's effect versus the effect of fathers on

emergent literacy skills. In the future, perhaps there will be more research done to increase efforts at helping both parents provide the needed environmental stimulus to children at the earliest age possible in low-SES backgrounds.

Keywords: early literacy, parental involvement, low-socioeconomic status, home literacy environments, emergent literacy

## **SYMPOSIUM SET C / 11**

### **PEDAGOGY AND ASSESSMENT OF EARLY CHILDHOOD EDUCATORS**

#### **Individual Papers**

CHAIR: ANTON HAVNES, Oslo and Akershus University College of Applied Sciences, Norway

#### **Pedagogy in national guidelines for Norwegian preschool teacher training**

MARGRETHE JERNES, MARIT ALVESTAD, INGER BENNY ESPEDAL TUNGLAND AND ÅSE DAGMAR KNABEN, University of Stavanger, Norway

The aim is to investigate the role of pedagogy as a subject in the Preschool Teacher Training in relation to other subject areas. In this study we focus on subjects Nature, Health & Environment and Society, Religion & Ethics. National Guidelines and curriculum for Norwegian Preschool Teacher Training states that pedagogy shall have a central and unifying role in all areas of knowledge, a particular responsibility for progression and professional alignment of education (Ministry of Education, 2012). The study is grounded in sociocultural theoretical perspectives, within education science. Pedagogy might be reduced to a tool for the remaining subject, while the pedagogy in education is tied to formation, humanity and democracy. This is an important issue to investigate further. The methodological framework is a combination of document analyses and focus group interviews with staff in some selected teacher training institutions. The study was approved by NSD and is handled in line with national guidelines for research ethics of informed parental consent, anonymity, safety and information on how the results will be used, also according to EECERAS ethical advice. There seems to be a paradox in our first findings: even if pedagogy as a subject in the new teacher training is highlighted as central, given a unifying role, pedagogy seems to be blurred and even sometimes invisible in the local curriculum guidelines for the chose subject areas. The analyses of the interviews may give us some answers why this is so, seen from the staff in the teacher training institutions.

Keywords: pedagogy, preschool teacher training, curriculum, formation and identity, professionalism

#### **New policy for early childhood teachers' professional career advancement: A bottom-up critical review on the Chilean case**

MARCELA PARDO (1) AND CYNTHIA ADLERSTEIN (2), (1) Center for Advanced Research in Education, Universidad de Chile, Chile; (2) Pontificia Universidad Católica, Chile

To explore ECEC teachers' understandings on the National Teacher Evaluation System, as the newly implemented policy device to regulate their professional career advancement in Chile. Adlerstein & Pardo (Forthcoming). Highlights and shadows in ECEC policy in Latin America and the Caribbean. In Miller, Cameron, Dalli & Barbour (Eds.). The SAGE Handbook of early childhood Policy. London: Sage Publishing. Critical perspective framework on social justice (Fraser & Honneth, 2006) and ECEC public policies (Miller & Hevey, 2012). Power relations in policy-making are acknowledged (Bloch, Swadener & Cannella, 2014) and engagement in social dialogue and action is argued. Exploratory qualitative research. Through purposeful sampling, data was collected by individual and group interviews with 25 ECEC national experts, and 125 practitioners working with 0-6 year-olds in diverse educational programmes. All participants consented with their signature the research objectives and procedures. They could clarify doubts and decide their participation in the research at any time. Participants' understandings on Teacher Evaluation were mostly ambivalent. While most of them considered the device as a channel for professional recognition, they also expressed serious objections concerning the instruments used, for overlooking the ECEC pedagogical core, admitting a performance distant from their everyday practices. Findings suggest that Chilean ECEC teachers' understandings are influenced by a tension between the pursuit of professionalism and their resistance to a top-down policy device that distorts the fundamentals of ECEC pedagogy. The need of further research and social dialogue are discussed as challenges for advancing in comprehensive policy-making and overcoming ECEC teachers' resistance.

Keywords: early education teachers, professionalism, policy-making, career advancement, teacher evaluation

#### **Professionalisation of ECEC professionals - Developing professional standards**

ANTON HAVNES, Oslo and Akershus University College of Applied Sciences, Norway

The research has two main aims. 1) To develop a set of professional standards for ECEC teachers in collaboration with practicing ECEC teachers, 2) to explore professionalism as a conceptual construct in the ECEC research literature and beyond. The project links on to current research on ECEC professionalism (e.g. Osgood 2008, Hallet 2013, Miller et. al 2012) the wider, interprofessional discourses on professionalisation (e.g. Evett 2003, Abbott 1988). The research is grounded on ECEC related research (Urban 2008) and research across diverse professions (Brante 2010, Freidsson Building on the experiences of nine experienced ECEC teachers, a set of professional standards have been developed - "from within". These are validated through a process including a larger number of ECEC teachers and ECEC teacher educators. Secondly, the research is a conceptual

analysis based on review of ECEC literature on professionalism. All participants have given consent to participate and are co-authors of the professional standards. No data including children. Professional standards for ECEC teachers has been developed, organised under four main themes: ECEC teachers prioritise children, lead the pedagogical practice, develop the organisation and promote professionalism. Secondly, the ECEC discourse on professionalism tends to be both highly politicised and grounded on a narrow conception of professionalisation. There is a need to raise the voice of ECEC teachers in the professionalisation discourse. ECEC practice is early in an early phase of professionalisation. Its professionalisation diverts from basic theoretical conceptions underpinning the dominant discourse, among ECEC researchers and in the sociology of professions.

Keywords: ECEC professional standards, professionalisation, democratic professionalism, innovation, ECEC teachers' voices

## **SYMPOSIUM SET C / 12**

### **OUTDOOR PLAY AND LEARNING SIG: RESILIENCE AND EMPOWERMENT**

Self-organised Symposium

CHAIR: ELLEN BEATE HANSEN SANDSETER, Queen Maud University College, Norway

This symposium is one of the self-organised symposia from the Outdoor Play and Learning SIG, and has presenters from three different parts of the world focusing on how to build resilience and empowerment among young children. The first presentation is from New Zealand and explores how children and teachers encourages risk taking and builds resilience through problem solving in the outdoors. The second presentation is about an ethnographic study in UK examining children's empowering experiences in outdoor play. The third presentation is from South Korea and a project where the researchers identify what rough-and-tumble play means in children's lives.

#### **Risk-taking in the New Zealand bush: Issues of resilience and wellbeing**

AMANDA BATEMAN (1) AND JANE WATERS (2), (1) University of Waikato, New Zealand; (2) University of Wales Trinity St David, United Kingdom

This presentation shows video footage of a single case analysis of teacher-child interactions on a bush walk in New Zealand, using a conversation analysis approach to explore how participants attend to features of the outdoor environment to encourage risk taking. The importance of children's regular access to the outdoor environment is well documented due to the affordances it provides for children to enact agency in their enquiry (Waters & Bateman, 2013), perceive themselves as competent learners (Maynard, Waters & Clement, 2013) and engage in risk taking (Sandseter 2007, 2009). However, less is known about how such affordances are related to the development of children's wellbeing through conversational exchanges between teachers and children within the outdoor environment. Ethnomethodology offers a framework for understanding the co-production of wellbeing as socially constructed in situ. Conversation analysis details the turn-by-turn orderly features of the interactions and highlights the role of the teacher. The data was gathered as part of a funded Teaching and Learning Research Initiative investigating pedagogical intersubjectivity. Ethical approval was gained through the University Ethics Committee, this included assent processes for the children and processes by which they could withdraw their assent. The findings reveal the affordances of the outdoor environment for opportunities for risk taking and problem solving to arise, and how resilience and hence wellbeing can be supported through such experiences. Resilience is an important aspect of children's development, as promoted in the New Zealand national curriculum *Te Whāriki*, and the Welsh Foundation Phase for children aged 3-7 years.

Keywords: outdoor play, resiliency, wellbeing, conversation analysis, foundation phase and *Te Whāriki*

#### **Empowering experiences in outdoor play: What is it and why does it matter?**

NATALIE CANNING, The Open University, United Kingdom

The research examines children's empowering experiences in outdoor play. It is part of a larger study on children's empowerment in play (Canning, 2016). Empowerment as a holistic concept encompassing an experience draws on work by Zimmerman (1984), Gomm, (1993), Rivera and Tharp (2006). The research is underpinned by sociocultural theory founded on the works of Vygotsky, arguing that society is socially constructed by the ideas which are generated through cultural trends. It is based on an ethnographic study of seven case study children, all 4 years old. It used non-participant video observations of child-initiated play alongside semi-structured interviews with parents and key practitioners to support a developing understanding of the relationship between play and empowerment. The British Educational Research Association (BERA) guidelines (2011) were adhered to. Areas of ethical consideration in the design included consent for filming, participation in interviews, children's assent to be filmed during child-initiated, social play situations in their setting and playing at home. These issues were addressed through building positive relationships over a period of time before conducting the research. Children experience moments of empowerment in play situations as a result of social interactions and experiences with other children. They demonstrate empowerment through negotiating play relationships with peers. Children's interactions are analysed through a conceptual framework of empowerment (Canning, 2016). Video data analysis

revealed the complexities of empowerment. The research asks early childhood practitioners and parents to examine their practice and interactions with children to acknowledge play as a way in which children are empowered.

Keywords: children's play, empowerment, sociocultural perspective, thematic analysis, video data collection

### **Semantics of rough-and-tumble play of young children in South Korea**

HUA JIN, AND KWI OK NAH, Soonchunhyang University, South Korea

The aim of this study was to identify what rough-and-tumble play means in children's lives. It provides in-depth reflections on the rough-and-tumble play of young children in preschool. Rough-and-tumble is often considered aggressive behaviour and restricted in preschools. However, there are values in rough-and-tumble play related to the development of young children (Tannock, 2008). Rough-and-tumble play is generated spontaneously by children and has an essential role in children's lives. There are concerns that the real meaning of play has been overlooked and, instead, the educational benefits of play, which are subsidiary outcomes, are considered as being more important by educators. The meanings of rough-and-tumble play were analysed using a hermeneutic approach. The researcher observed children's play in the classroom and outside play areas, and focussed on rough-and-tumble play from April to September 2016 in a preschool in South Korea. The researcher acted as a friend, without any authority, so as not to interfere with the children's play because, otherwise, children tended to try and avoid the attention of adults when partaking in rough-and-tumble play. Consent from children and their parents was obtained, and anonymity was assured, as neither the children's names nor the setting were attached to the data. Children's experiences of rough-and-tumble play meant 'enjoying the fun and the thrill', 'self-regulating through go and stop mechanism', 'extending play through creation and transformation', and 'playing where teachers could not see them'. Young children construct their own culture of rough-and-tumble play, 'being playful', 'controlling their strength' and 'enjoying playfulness with limitations'

Keywords: rough-and-tumble play, preschool, South Korea, semantics, play

## **SYMPOSIUM SET C / 13**

### **LEARNING STORIES: ADVOCATING FOR CHILDREN'S LEARNING THROUGH PLAY**

Self-organised Symposium

CHAIR: LORRAINE SANDS, Educational Leadership Project Ltd, New Zealand

When the theory of Learning Story Narrative Assessment was presented, as a response to (New Zealand Ministry of Education, 1996) embedded socio-cultural theoretical framework, teachers were primed to explore this way of working. Finally, teachers could really grapple with how the Principles of, *Te Whāriki*, empowerment, holistic development, relationships, family/community' (Ministry of Education, 1996) could look and feel like for children as teachers thought much more carefully about ways to nurture learning inside a community, focussed on learning for all. A fundamental shift, in the way teachers thought about their role, and the way they thought about learning occurred. Powerful advocacy for children's rights to learn through play has resulted. This symposium presents research detailing the way Learning Stories have shifted teacher practice, built partnerships with families and enabled children to build strong identities of themselves as learners through play.

### **Learning stories, powerful advocates for children's rights**

LORRAINE SANDS, CAROL MARKS, AND LYNN RUPE, Educational Leadership Project Ltd, New Zealand

This paper investigates the way teachers use Learning Stories to tune into children's inquiries and through growth-mindset feedback messages, grow vibrant learners for their lives now and into their future. This paper is part of ongoing research on children's working theories (Davis, Peters, 2011) developed through New Zealand Education Ministry, Centre of Innovation research at Greerton ECE (EECE Research Journal Vol. 20, No. 4, December 2012, 553-564). ELP uses an action research approach (Lee et al 2013), that focuses on teachers' innovative ways of creating better outcomes for children, while researching their practice (Kemmis and McTaggart 2000). The method is a case study (Carr et al. 2009). We analyse new data collected from teachers' interviews, documentation, reflections and inquiry research. Participants were given information and consent forms. Teachers, families and children (infants' and toddlers' parents gave informed consent), provided their permission for this research and could withdraw at any time. When children are consistently offered feedback messages, embedded in meaningful, playful, experiences that value dispositions like, courage, struggle, effort and determination, they expand their love of learning and design and pursue goals that go far beyond what teachers could set for them. In New Zealand, Learning Stories have enormously shaped our vision of the child. We focus on the process of what it takes to be a learner. When the motivation for learning comes from within and is nurtured by teachers inside a curious environment, skills and knowledge catapult to the surface as the natural result of sustained, thoughtful inquiry.

Keywords: play, narrative assessment, advocacy, children's rights, inquiry

**Tracking the growing complexity of learning for a child within a supportive environment and utilising learning stories to document progress over time, thus building a strong learner identity**

CAROL MARKS, Educational Leadership Project, New Zealand

This paper aims to show that the modelling of kindness and empathy to a young child in a learning environment improves emotional learning and social competence. It portrays a strengthening growth mindset within Learning Story assessment. This research co-ordinates well with ongoing research on assessment and curriculum in NZ, including Action Research Projects Centre of Innovation Projects (Ramsey et al 2003), and the Te Whatu Pokeka framework (Walker 2008). It also aligns with the findings of recent brain research and the need for a play based curriculum for young children (Brown 2010). This was action research, researching my own practice in order to innovate and strengthen successful outcomes for this child and his family. In this research project the case study was the learning for a child over several months, analysing data collected from documented assessments, reflections, teacher interviews and discussion with the family. A consent form and information sheet was provided to all participants. Where relevant, informed consent was negotiated with the children involved. Participants could withdraw their data from the research at any time. Documentation will be presented, illustrating the shifts and deepening of pedagogical thinking and practice, curriculum and assessment that is in line with the New Zealand education system and the bicultural early childhood curriculum *Te Whāriki*. Documenting the social and emotional learning aligned to brain research highlights the importance for teachers to strengthen dispositions such as empathy and kindness and to document these for children and their families.

Keywords: children's rights, social competence, play based curriculum, teachers' role, assessment

**Advocating through learning story documentation for children's rights to play based learning from 0-8 years old: Evidence that considers creating continuity of learning in these foundational years**

LYNN RUPE, Educational Leadership Project Ltd, New Zealand

This research aims to illustrate how assessment can advocate for children's rights to learn through play. We draw on research of (Gray 2013), neuroscience (Perry 2002, Sunderland 2006) and NZ research on play (Davis 2015) supporting play based learning for 0-8 year olds. ELP uses an action research approach (Lee et al 2013), that focuses on practitioners' innovative ways of creating better outcomes for children, while researching their practice (Kemmis and McTaggart 2000). This research focuses on the right of children to play as written in Article 31, Rights of the Child, that every child can "engage in play and recreational activities appropriate to the age of the child". We analyse new data collected from teachers' interviews, documented assessments, reflections and inquiry research. A consent form and information was provided to all participants. All participants could withdraw their data from the research at any time. A key ethical principle is that the teachers own the research process. We present teacher reflections around pedagogy in relation to play based learning. We show a clear pathway of continuity for learning through a play based approach for children 0-8. Research indicates children have less time for self-directed play as a result of pressure to be school ready. Making play based learning visible through assessment enables teachers to create continuity of learning across educational sectors. This results in a shared understanding about 21st century learning meaning less pressure for schoolification of young children and complex play is embraced within the school sector.

Keywords: play based learning, learning stories, advocating, children's rights, and continuity

**SYMPOSIUM SET C / 14**

EDUCATIONAL SERVICES, NURSERY SCHOOLS AND CHILDREN WITH DISABILITIES: INCLUSIVE POLICY, CULTURE AND PRACTICE

Self-organised Symposium

CHAIR: ELENA MALAGUTI, University of Bologna, Italy

The symposium aims to discuss the major theoretical guidelines, and practices relating to the implementation of projects and integrated programmes and inclusive early childhood through practical proposals that investigate the role of the operators, the organisation of the contexts and the interaction in the peer group in synergy with families and health and social services and education of the territory. It will be present the Italian experience promoted by Fondazione Gualandi in Bologna and the activities carried out in the integrated and inclusive nursery and kindergarten. Keywords: diversity, inclusive education, context, disability, early childhood

**Early childhood development and children with disabilities: The rule of the contexts in the organisation of inclusive educational practices**

ELENA MALAGUTI, University of Bologna, Italy

This work argues that inclusive education is the major challenge facing educational systems around the world (Ainscow, 2005). The contemporary concept of disability (Malaguti, 2010) implies to focusing not only on deficit items (clinical approach) but also on a multidisciplinary approach to inclusive education due on the human rights. Inclusive education involves the assumption of a wide and ecosystem perspective that weaves an interactional dynamics between individuals and the contexts

of belonging (Malaguti, 2016) and provides a framework to examine how policy and infrastructure, influence early childhood services. The theoretical framework for this study draws upon current theories on early childhood inclusive education (Buysse, Wesley, 2006) and evidence based practices (Pawson & Tilley, 2004). This means to transform the contexts using specific tools (Calvani, Vivanet, 2013) that allow the plurality of subjects and different developments to participate and improve their learning and rights of education. Acknowledgement of the right to education, as proposed also by the Education for All (EFA), leads to a radical change in the presumptions that have enlivened the debate on educational services and nursery schools and on the building of inclusive processes. The debate intend to discuss how to implementation the inclusive projects in early childhood through practical proposals. The discussion suggest some methodological directions to support the building of Theoretical International Guidelines and good practice according also with a social and human ecological approach on disability.

**Keywords:** disability, inclusive education, context, community resilience approach, international guide lines

#### **Early childhood development and children with disabilities: An inclusive kindergarten**

FRANCA MARCHESI AND BEATRICE VITALI, Fondazione Gualandi, Italy

The Fondazione Gualandi created an inclusive nursery school and kindergarten, paying attention to the preparation of educators and work method. The observation of children with difficulties, the practice experimentation have led us to recognize some indicators of quality education. Making inclusion; doesn't it mean to cure and nurse every kid with difficulties to make him more similar to the other ones, almost like the other ones but to build a reality accessible and useful to him and to everybody? Urie Bronfenbrenner gave us the image of an educational context as an ecosystem, where all the persons are linked by exchange and complex interactions that produce change and evolution in all. The important elements are: the differentiation of the places and the times, the rule of the educator, the widespread support, the concrete experience through informal materials, the peer relations, the natural game and the relations with families. This project is a public kindergarten. In this way we would like to experiment new itineraries for the inclusion, spreading out best practices and strategies for an inclusive idea of education. To discuss real practices relating to the implementation of inclusive projects in early childhood. Identify good practices in inclusive education

**Keywords:** inclusion, early childhood, practices, educative context, rule of educators

#### **Educational services and nursery schools for the implementation of the rights of all children and girls to care and education**

NICE TERZI AND MOIRA SANNIPOLI, Gruppo Nazionale Nidi e Infanzia, Italy

This proposal aims to discuss the inclusive approach in ECE and its connections with the Italian Inclusive System that include in the regular services children with disabilities (physical, sensory, and intellectual or developmental disabilities..) from the last forty years (CRC, Italy, 2016). The speech insists on the cultural steps that have characterized in Italy, the pathway in these last decades: from the exclusion to the insertion to the integration, and from the integration to an inclusive perspective of any specifics in the community (Canevaro 2013, Pavone 2014). The theoretical framework for this study underlines the innovative rule that educational services and municipal nurseries school have had in assuring the acceptance of all the children in Italy and in promoting a good quality of education and of life (Morrison, 2007, Schalock, Verdugo, 2006). The proposal discuss some good practices relating to the implementation of inclusive early childhood projects through practical proposals that investigate the role of the operators, the organisation of the contexts and the interaction in the peer group in synergy with families, health and social services. The discussion suggest some methodological directions to support the building good practice according also with a social and human ecological approach on inclusive education. Acknowledgement of the right to education the discussion intend to deepen the contemporary challenges for the Italian approach in order to improve its quality on ECE and to give more strength for contributing to the European perspective debate. Investigate the role of the operators, the organisation of the contexts and the interaction in the peer group in synergy with families and health and social services and the educational services of the territory.

**Keywords:** children's rights, education, inclusion, integration, good practice

### **SYMPOSIUM SET C / 15**

#### **THE VIEWS OF EARLY CHILDHOOD STUDENT TEACHERS ABOUT LEARNING: INTERNATIONAL PERSPECTIVES**

Self-organised Symposium

CHAIR: CHRISTA KIEFERLE, State Institute of Early Childhood Research, Germany

The aim of this multi-faceted international study is to investigate how children's learning and participation in early childhood settings is understood and has been undertaken in Sweden, Denmark, Estonia, Germany, Greece, Australia and Russia. The latest publication arising from this work is 'Preschool teachers' views on children's learning: an international perspective' (Broström et al., 2014). The current study is a continuation of previous studies and investigates the understandings of preservice (student) teachers about children's learning and participation, using a questionnaire survey. The theoretical background is a complex of social-cultural oriented learning theories reflecting activity, participation and social interaction (Vygotsky, 1978, Stetsenko, 1999, Saljö, 2005, Carlgren & Marton, 2000, Damasio, 2004, Lave, 1993).

### **The views of Australian and Danish early childhood pre-service teachers about learning and participation**

CHRISTA KIEFERLE (1), KAY MARGETTS (2) AND BERENICE NYLAND (3), (1) State Institute of Early Childhood Research, Germany; (2) University of Melbourne, Australia; (3) RMIT, Australia

The aim of this international study is to investigate how early childhood pre-service teachers understand children's learning and participation in preschool. The study is a continuation of a multi-faceted project undertaken in Sweden, Denmark, Estonia, Germany, Greece, Australia and Russia. The theoretical background of the study is a complex of social-cultural oriented learning theories reflecting activity, participation, social interaction (for example: Vygotsky, 1978, Stetsenko, 1999, Saljö, 2005, Carlgren & Marton, 2000, Damasio, 2004, Lave, 1993). Based on qualitative methodology a structured questionnaire survey asked: What is learning? What are important circumstances for learning? What are optimal conditions for learning? How do you understand participation? Participants were asked to rank the level of importance of items within each of these topics. Participants provided informed and voluntary consent on the understanding of confidentiality of their details. The project was approved under the university Human Research Ethics Committee requirements Responses recognise the importance of play as a context for children's learning, the importance of social development, and relationships and the co-construction of knowledge, and reflect the Principles underpinning the early years Learning Framework for Australia (EYLF) (DEEWR, 2009). Response vary in relation to understandings of participation. Findings identify coherence and dis-coherence with policy that can be used to provide more targeted learning for pre-service teachers. A comparison of these findings with those of international colleagues assist in identifying how universal these beliefs and values are in relation to children's learning and participation and how they might reflect cultural and social diversity and social cohesiveness.

Keywords: pedagogy, preschool, pre-service teachers, learning, participation

### **Student's view on children's learning and participation**

ANJA SEIFERT (1) AND CHRISTA KIEFERLE (2), (1) University of Education Ludwigsburg, Germany; (2) State Institute of Early Childhood Research, Germany

The aim of this study is to investigate how students of ECE from Denmark, Germany, Estonia and Australia in the last year of their course of studies reflect and describe children's learning and participation. This recent study of an international research network is a continuation of the previous studies "Children's Perspective on learning" (Sandberg et al 2015) and 'Preschool Teachers' View on Children's Learning' (Broström et al 2014). The theoretical framework of the study is social-cultural with reference to Dewey, Vygotsky, and Rogoff. 80 to 100 students in each of the participating countries were interviewed. The research was conducted as a quantitative study using a structured questionnaire (based on an earlier survey on preschool teacher's view on children's learning and participation) in order to generate frequencies of response amenable to statistical treatment and analysis. The respondents were guaranteed non-maleficence, confidentiality, anonymity and with possibility to withdraw and not to complete particular items. The preliminary findings suggest some variation between the different countries. However, the study is in progress so the final findings will be presented at the conference. The findings might have implications for policy or practice while some learning and participation dimensions are added the discussion about learning and participation in preschool. Probably the findings will open for new theoretical discussions on children's learning and participation.

Keywords: learning, participation, teacher training, comparative studies, ECE

### **The view of early childhood student teachers about the children's learning and participation in Estonia**

AINO UGASTE AND MAIRE TUUL, Tallinn University, Estonia

The aim of this study is to investigate how student teachers reflect and describe children's learning and participation. The study is a part of large study aimed to ascertain teachers', children's and heads view on children's learning and participation in Denmark, Sweden, Estonia, Australia and Russia. The theoretical framework of the study is social-cultural with reference to Dewey, Vygotsky, and Rogoff. The research was conducted as a quantitative study using a structured questionnaire (based on an earlier survey on preschool teacher's view on children's learning and participation) in order to generate frequencies of response amenable to statistical treatment and analysis. The respondents were guaranteed non-maleficence, confidentiality, anonymity and with possibility to withdraw and not to complete particular items. The results revealed that student teachers understandings about children's learning generally coincide with the principles of the National Curriculum for Preschool childcare Institutions (Koolieelse, 2008). Student teachers acknowledge the child as an active learner in the learning process and consider important that learning takes place in various different interactions (teacher-child, child-child) and through play. Knowledge about student teachers' ideas is important for supporting further teachers' professional development.

Keywords: learning, participation, student teacher, Estonia, questionnaire



## **SYMPOSIUM SET C / 16**

### **ENHANCING EARLY CHILDHOOD STUDIES DEGREES IN ENGLAND: RECRUITMENT, RETENTION, PARTICIPATION AND STUDENT EXPERIENCE**

Self-organised Symposium

CHAIR: BEVERLEY NIGHTINGALE, University of Suffolk, United Kingdom

Research (EPPE, 2004, 2008) has indicated the importance of a graduate led workforce to support holistic child development. This symposium draws upon the work of three English scholars and explores how their degree programmes contribute to this. The first paper details how course design, content, accessibility and local/national relevance can support widening participation. In the second a participatory approach to staff/student relationships promoted student engagement in research spaces and debates. The final paper explores how curriculum design and lecturer support contribute to wider student involvement and sense of belonging. All three papers draw on research informed debates and evidence to underpin findings and discussion. Findings across the three projects highlight the benefits of collaborative work, and the importance of participatory pedagogy to enable students to navigate H.E. culture effectively. Appreciating student diversity and recognizing multiple 'student ecologies' emphasizes the importance of reviewing pedagogy to provide the most effective student experience.

#### **Changes to widen participation in early childhood programmes**

SARAH COUSINS, University of Warwick, United Kingdom

This paper explores how a large, research intensive University in England widened participation in the field of early childhood. The English government's vision is of widening participation in HE (DfBIS, 2014) and there is limited research in the context of early childhood courses. To promote widening participation a lifecycle approach was adopted. An external review identified the need for change to maintain course currency and attract more students. Tracking and evaluation data was analysed at the end of the academic year with student focus groups contributing to the evaluation. A responsible international research informed approach was adopted throughout course developments, care was taken to make changes with reference to local and national contexts. As a result student numbers increased by 130%, a diverse body of students was recruited with positive early student evaluations. The multi-pronged changes focused on the whole student lifecycle. These included working closely with marketing/recruitment teams, meeting potential applicants at open evenings, one-to-one surgeries and regular small group interview days. This personalised approach to information, advice, and guidance supported more to take the step into HE. Acknowledging people draw on multiple knowledges in their work in early childhood (Campbell-Barr, 2017) changes were made to course delivery and assessment to reach and include more students with varying needs providing opportunities for students to feel a sense of belonging. It is hoped that this experience at one university will serve as encouragement to other teams to re-imagine their courses in order to widen participation onto early childhood programmes.

Keywords: widening participation, lifelong learning, knowledges, programme, focus group

#### **Developing a shared pedagogical space for and with early childhood studies degree students: Insights from a participatory project**

MALLIKA KANYAL, Anglia Ruskin University, United Kingdom

This paper aims to open up a debate on the challenges of using and sustaining a participatory pedagogy in HE, especially with early childhood Studies (ECS) degree students. HE, under the pressure of consumerist education system, is being dominated by standardised methods of pedagogy, conflicting with the theoretical underpinnings of ECE, also reflected in ECS university courses. The paper presents findings from a study undertaken in a post 92 English University where various participatory methods (Dewey, 1903, Wegerif, 2015) were used by research participants (staff and students) to develop an early childhood Resource and Research Room (ECRRR) for ECS degree students. The study draws upon participatory research methodology where students and staff made collective decisions about the design and use of ECRRR. The researcher was attentive to the power differential between staff and students and also between students who belonged to different levels of ECS courses. Various inbuilt mechanisms helped to eliminate any implicit power differentials amongst the research participants. The main findings of the project show the importance of using participatory pedagogy in developing critically constructive views of an ECRRR by students and staff. The study also shows the benefit of collaborative work on students and staff learning and learning dispositions. The paper will open a discussion on the implications and challenges in sustaining a participatory pedagogy in a consumerist HE. The continuous struggle of ECS educators in meeting the competing demands of early childhood inclusive philosophy and a market driven HE system, will be discussed and debated.

Keywords: higher education, participation, participatory pedagogy, students' partnership, early childhood studies

## **Developing a sense of belonging: The student experience on an early childhood studies degree**

FAYE STANLEY, Wolverhampton University, United Kingdom

This paper aims to outline how a post-1992 English University has evolved a BA (Hons) early childhood Studies (ECS) course embedding academic, employability skills, assessments and placements at each level. The University has a diverse student population, many of whom are first generation learners in higher education. Whilst there have been several pieces of research around this, there is little research into the benefit to professional practice of completing an ECS degree. This research is underpinned by a social constructivist approach (Bruner, 1998) as the ECS course is written as a 'spiral curriculum' where students are supported and 'scaffolded' at each level. A more inclusive model of lecturer support is important so that students have a feeling of value and acceptance by lecturers contributing to 'a sense of belonging.' (Thomas, 2002). Relationships are underpinned by personal tutors which Dhillon (2008, p.184) argues should be 'motivated by a sincere concern for students' development, rather than merely being a response to external measures of quality assurance'. Appreciating diversity requires a shift of thinking, relocating institutional culture away from the 'typical' university student experience towards multiple 'student ecologies' (Horstmannshof and Zimitat, 2003). Building on a shared ethos by the tutor supports a sense of 'belonging' celebrating students 'vocational capital' akin to Bourdieu's (1977) 'cultural and social capital'. Wenger (1998) argues interacting and negotiating meanings enables individuals to engage effectively with the culture of the HE community. The paper argues that this is something other universities might consider and offers additional insights and possibilities

Keywords: early childhood studies, higher education, student experience, inclusive practice, shared ethos

## **SYMPOSIUM SET C / 17**

### **BUILDING A COMPETENT ECE TEACHER WORKFORCE IN EAST ASIA REGION**

Self-organised Symposium

CHAIR: MINYI LI, Beijing Normal University, China

The aim of this self-organized symposium is to discuss how an international research project within East Asia Region, including China, Korea and China, could contribute to addressing the daunting and shared challenge to ensure a competent ECE teacher workforce in East Asia Region. ECE for all as a wise investment, has been a widely accepted policy priority in East Asia, since mounting interdisciplinary evidence has highlighted the significance of ECE for children's lifelong success. Furthermore, in an era of low fertility and as a rapidly aging region, every child really matters in terms of national productivity and competitiveness in East Asia. It is a daunting and shared challenge to ensure that all early childhood classrooms are staffed by competent teacher workforce who are skilled at nurturing children's full potential, and fostering learning and development. But what exactly makes a competent early childhood practitioner?

### **Current situation and challenges to improve quality of pre-service ECEC teacher education in Japan**

SACHIKO NOZAWA, YUMI YODOGAWA AND KIYOMI AKITA, The University of Tokyo, Japan

The aim of this presentation is to review and clarify the current situations and challenges of improving the quality of pre-service ECEC teacher education in Japan. The quality of pre-service teacher education program is important for better professional preparation (Hyson et al., 2009, Adler, 2015). Furthermore, continuing professional development is important to sustain ECEC quality (Lazzari et al., 2013). In the literature review, we focus on pre-service teacher education as a part of professional development and will introduce our current situation on research basis. The documents and research papers on Japanese ECEC teacher education were reviewed. The main topics for review are: (1) the history and current system of ECEC teacher education, (2) the efforts to improve the teacher education quality, (3) the challenges and future directions of ECEC teacher education. The documents and research papers included in the review are treated accurately and fairly. The findings are: (1) ECEC systems are gradually moving forward to unification and ECEC curriculums will be revised by 2018. ECEC teacher education also needs to be consistent with these changes, (2) to improve ECEC teacher education quality, ministries as well as associations organised by training institutions may play an important role, although further efforts are needed. (3) the enrichment of pre-service training as well as effective collaboration between teacher educators and ECEC settings are needed. From our review, we recognize that these challenges of improving the quality of ECEC teacher education involve various kinds of stakeholders. Moreover, further research on these topics are needed.

Keywords: pre-service ECEC teacher education, professional development, pre-service training, higher education programmes, literature review

## **Integrating the qualification and initial training of kindergarten and childcare teachers in Korea**

MUGYEONG MOON, Korea Institute of childcare and Education, South Korea

The purposes of the study are to review the current status of and challenges in integrating qualifications and initial training of kindergarten and childcare teachers and to provide some strategies for integration. Due to split system of ECEC, kindergarten and childcare teachers in Korea have different qualifications and trained from diverse institutes with different contents and duration of training. Since the initiation of the national Nuri Curriculum, implemented to all children at age 3 to 5 across kindergartens and childcare centres in Korea, there has been an increasing demand for high and equalized quality of teachers by integrating their qualification and training (Kim, et.al, 2014). Integrated qualifications and training of early childhood teachers has been recognized to have advantages in providing high quality workforces, especially for children under three, with a better alignment of pedagogy (Kaga, Bennett, & Moss, 2010, OECD, 2012). Surveys were conducted with 525 parents and 822 early childhood teachers and directors regarding the integration of qualification and training. All respondents were informed of confidentiality and their consents were obtained. Both parents and teachers/directors responded to upgrade teacher qualification to a bachelor degree and to limit types of training institutes and departments by excluding cyber colleges and the academic credit bank system. Based on findings of the surveys and of expert group consultation, suggestions are provided in terms of i) integrating qualifications and training for new prospective teachers and ii) converting qualifications of existing teachers in practices.

Keywords: higher education, pre-service training, integration of qualification, early childhood teachers, split system

## **How to prepare the best kindergarten teachers? A content analysis about higher education programmes in pre-primary education in six top normal universities in China**

MINYI LI, Beijing Normal University, China

The aim of this research is to investigate how to build a better kindergarten teacher preparation program at bachelor's degree level in contemporary China. Many studies underscored the complexity of working with young children, and included recommendations for strengthening professional preparation standards for early childhood practitioners and for institutions of higher education, which has called for a transition to a minimum requirement of a bachelor's degree (IOM & NRC, 2015, Whitebook, 2014, Whitebook & Ryan, 2011). The six top national universities were analysed through program goals, child age-group focus including domains and topics of course content, and field-based learning experiences. This research used the method of qualitative content analysis. Two trained researchers were included as a tool to inter-rater reliability. Findings suggest that when central and local governments intentionally redesign their certification systems for early childhood educators, the higher education system adjusts by making appropriate changes in required course content, age-group focus, and field-based practice. Transforming policies and practices in multiple arenas, and the engagement and collaboration of diverse players are needed.

Keywords: higher education programmes, pre-primary education, kindergarten teachers, pre-service education, China

## **SYMPOSIUM SET C / 18**

### **FROM IDEAL TO PRACTICE - STAFF ATTITUDES, ACTIONS AND MENTORING SKILLS**

Self-organised Symposium

CHAIR: KARI PAULINE LONGVA, Volda University College, Norway

Kindergarten has become a significant contribution to the Norwegian welfare system and also to the educational system. Kindergarten means in this case all kind of ECEC for children 1-5 years old. The main question in this symposium is related to ECEC practices and how the staff interact with the children in play and daily life, helping them to build friendship and through mentoring, develop own competences. Framework Plan for the Content and Tasks of Kindergartens say the staff shall contribute to wellbeing and joy in play and learning, and kindergarten shall be a challenging and safe place for community life and friendship. There are strong expectations that kindergarten should be associated with educational quality. Staff competence is understood as the most crucial element to ensure quality in kindergarten. How ideals enshrined in government documents are transformed into practice are investigated through questionnaires, interviews and observation.

### **What's in it for me?**

SILJE IMS LIED, Volda University College, Norway

The object of this paper is to discuss the way preschool teachers look upon and understand why some children struggle with social relations and to make friends. Several studies document that there are children who do not experience friendship (Søbstad 2004, Østrem et al., 2009). Children who are generous, empathetic and good to play will according to Greve (2015) more easily get friends. Strømøy (2015) mentions 5 values that are important for children to acquire. Empathy, tolerance, patience, ability to relate to nature and animals, and the ability to say no. The intention of the study is to look more closely at the way preschool teachers express their understanding on why some children struggle to make friends. I chose a semi-structured questionnaire with open questions where the informants themselves could write down the answer. The

questionnaire is distributed to 70 preschools, 240 persons have responded. The institutional ethical procedures regarding informed consent and anonymity are attended. My preliminary findings show that the preschool teachers mean that lack of empathy by the children can be the main reason why children struggle to make friends. They link it to the child's capacity, not to how the kindergarten is organized or how the staffs work. These findings will also be discussed in light of Roland's (2004) findings. He means there is a tendency that many children in today's society have an inability to get a grasp of the feelings of others. Is the idea "what's in it for me" characteristic of our society?

Keywords: friendship, struggle, empathetic, responsibility, questionnaire

#### **The active adult in interaction with two-year-old children in Norwegian kindergarten**

HEGE HOLMQVIST SYNNESE, Volda University College, Norway

The research aims is to learn how this interaction can turn out in everyday life. To understand more about interaction I build my study on Johansson (2013) research. She talk about the educational atmosphere as the interoperable-, unstable- and controlling atmosphere. It was also important to recognize and understand the distinctiveness of the toddler (Bae 2012, Greve 2009, and Løkken 2004). The children's right to an opinion and participation is an important principle in the Norwegian kindergarten (Winger et al. 2016). Also for two year old children. Sommer (2014) argues that the understanding of a competent child can lead to an attitude that the child is responsible for its own learning. I did a qualitative study where I used observation as a method. I have observed the interaction between two year olds and the adults in two Norwegian kindergarten. The names of all of my informants is anonymous. It is also important to be sensitive and respect the individual child you observe. The adult made it clear that it was important to follow the child's initiative. I observed that some children needed an adult's initiative to start playing. I also observed that during the day the number of adults did varies. In one situation, I observed 11 children with one adult, and she was busy cleaning the table. It's important to focus on the must of active adult in working with toddlers. I believe the understanding of children's ability can be misleading for the responsibility of the adults.

Keywords: educational atmosphere, observations, toddler, codetermination, play

#### **ECEC managers mentoring to contribute organisational learning**

KARI PAULINE LONGVA, Volda University College, Norway

The aim of this research is to examine how ECEC managers understand the phenomenon mentoring and what experience they have in using mentoring to contribute organisational learning in kindergarten Research show that staff management is of most ECEC managers experienced as most important task in their work (Børhaug et al 2011). In policy documents in Norway are kindergartens as learning organisations emphasized as important to meet new challenges. ECEC managers have a responsibility to develop the kindergarten and mentoring the staff to get a common understanding for the responsibility and tasks to the kindergarten (Kunnskapsdepartementet 2013). Mentoring can be understood as a learning process between two or several persons to make meaning, new understanding and possible action alternatives (Gjems 2007). Organisational learning represents ongoing learning in a deliberate manner, with a view to internal implementation of changes as improvements supporting the organisation's goals (Collinson, Cook and Conley, 2006). The sample represent eight ECEC managers. The research instrument is two group interviews. The analytic approach can be described as phenomenological. The institutional ethical procedures regarding informed consent and anonymity are attended. The paper will discuss ECEC managers understanding of mentoring may have influence of how they use mentoring to develop their organisation. The findings can contribute to knowledge about the use of mentoring in kindergarten to develop quality.

Keywords: mentoring, organisational learning, ECEC managers, development, focus group interview

### **SYMPOSIUM SET C / 19**

#### **CREATING CREATIVE TEACHERS: AN ONGOING TEACHERS TRAINING CURRICULUM OF EARLY CHILDHOOD CREATIVE EDUCATION (ECCE)**

Self-organised Symposium

CHAIR: NIRA WAHLE, Kibbutzim College of Education, Israel

This symposium presents a pilot research on a unique alternative approach in early childhood Creative Education (ECCE) training in Kibbutzim College, Israel. The approach has a spiral curriculum of three years of training. It builds on a unique multidisciplinary approach of creativity and education that crystallized during the last forty years. This holistic approach integrates different fields: theatre, music, dance, etc., and ECE. This approach succeeds in fostering creative graduates, with divergent thinking, which can produce a creative pedagogy. This process enables them a sense of professional valued identity. The training approach is grounded in the theory of multiple intelligence (Gardner, 2006), creativity in education (Shafir, 1990) and the creative thinking (Robinson, 2013). Very little research has been done on the ECCE approach. In order to conceptualize the methods, a qualitative research will take place in the college. The symposium will present the impact of curriculum on teachers training.

### **Creating creative teachers: An ongoing teachers training curriculum of Early Childhood Creative Education (ECCE)**

NILI LAOR-BLASBALG AND RONIT TAMIR, Seminar Hakibbutzim College, Israel

The aim of this study is to observe the impact of creative approach curriculum on student teachers in first year of training. We will present the transformation of students' perceptions, as they build their professional identity with the aid of this unique approach. The students are invited to deep introspection with arts as means of inquiry. Little research has been done on ECCE kindergarten teachers training. This research will assess the impact of ECCE training practices on students in their first year of training. The study will examine the creative language acquisition in relation to Shafir's creative approach. This curriculum is grounded in the multiple intelligence theory (Gardner, 2006), divergent thinking and creativity (Guilford, 1980), creativity in education (Shafir, 1990). A qualitative and assessment research is about to take place. Deep individual interviews with students at the end of their first year and focus groups will be held in order to gather their significant experience. Students will be informed that the participation is voluntary and will not affect their studies. The identity of all participants will remain anonymous. Pilot findings show transformation of students' perceptions of themselves. They mentioned certain practices such as management of individual "creative dairy" and designing their educational space as promoting the process. Creative language learning at the first year allows expression of ideas, feelings and attitudes, reliant to the theory of multiple intelligences (Gardner, 1990). These practices are the foundation of the ECCE training and main principles in student teacher training.

Keywords: creativity, arts in education, multiple intelligences, alternative approach, teachers' training

### **Creating creative teachers: Second part of teachers training curriculum of early childhood Creative Education (ECCE)**

OFRA BAHAR (1) AND TALMA FLORENTIN (2), (1) Seminar Hakibbutzim College, Israel; (2) Kibbutzim College of Education, Israel

The aim of this study is to observe the impact of curriculum acquired by student teachers in the second year of their training. The study will examine the application of the creative interdisciplinary approach in kindergarten. We will present the practices designed by student teachers trained in ECCE, in order to nurture young children. Little research has been done on ECCE kindergarten teachers training. This research will assess the impact of ECCE training practices on students. The study will examine the implementation of the creative language in the kindergartens by students, in relation to a creative approach. This study is grounded in Shafir's (1999) principles of the creative educational training approach, the multiple intelligence (Gardner, 2006), "six thinking hats" (De Bono, 1990). A qualitative research will be held with observations in the kindergartens, individual interviews with kindergarten teachers who train student teachers in order to gather the impact of ECCE on the implementation of the curriculum in the kindergartens. Participants will be informed that the participation is voluntary and their identity will remain anonymous. Pilot observations indicate that second year students struggle to find the right path for themselves. Most of them manage to combine the needs and rights of the children, the creative language and their strengths in kindergarten's activities. Students in ECCE develop the ability for expressing themselves through diverse Medias. That is the infrastructure of practicing with children. This is the core of ECCE student teacher training, and a part of the spiral motion of professional development.

Keywords: creativity, arts in education, multiple intelligence, children's rights, training practices

### **Creating creative teachers: Third part of teachers training curriculum of Early Childhood Creative Education (ECCE)**

SMADAR MOR (1) RIVKA GORTLER, (2) AND ANAT BROT (2), (1) Seminar Hakibbutsim College, Israel; (2) Kibbutzim College of Education, Israel

The aim of this study is to explore the impact of the creative approach (ECCE) on student teachers, kindergarten children. This study examines the application of the creative interdisciplinary approach among kindergarten teachers and children. Little research has been done on ECCE kindergarten teachers training in Israel. The study will examine the impact of creative teachers on children and will rely on creativity approach in education (Shafir, 1999), children's perspectives (Wahle, et al, 2017, Mor, 2015). The third year of ECCE training consolidates the professional identity of a creative teacher. It is grounded in Shafir's (1999) principles of the creative educational training approach, leadership, teaching and professional development (Robinson, 2016), classroom management (Tal, 2016, Everston & Weinstein, 2006, Sergiovanni, 2007). A qualitative research will be held with individual interviews with graduate kindergarten teachers. Focus groups and personal interviews with kindergarten children will gather the impact of ECCE on teachers and children of the 21st century. Permission will be asked from the children's parents and from the children themselves as well as from the chief scientist of the ministry of education. This alternative approach shows that graduates experience change and they pass it on to their field practice. The third year students create curricula for kindergarten emerges from sensitivity to children's needs, strengths of the students, introspection and reflection. The last year of training enables the students a meta-perspective on themselves and on their educational practice. The intrapersonal and the interpersonal processes that takes place in the training, fosters graduates and children.

Keywords: creativity, alternative approach, teachers' training, children's' rights, creativity curriculum

## SYMPOSIUM SET C / 20

### COLLECTIVE MOMENTS: REGENERATING AGENCY IN EARLY CHILDHOOD TEACHER RESEARCH AND ACCOUNTABILITY

Self-organised Symposium

CHAIR: LINDA NEWMAN, University of Newcastle, Australia

This symposium of three papers questions how evidence-based practitioner research can inform governments & non-governmental organisations by advocating for quality early childhood services that can build their own knowledge and professional learning to create sustainable change, responsive to local contexts. In a climate of universalisation of international metrics, assessment, accountability, pedagogy and curriculum in ECE this symposium presents hopeful research findings showing early childhood teacher agency, advocacy and self-determination to address the issues that they have determined as important for their children's rights, families, communities and educators. The symposium shows how using the vehicle of practitioner research and socioculturally informed collaboration approaches has brought four early childhood centres and two university researchers together in a year-long research project that not only empowers and engages teachers in research, but meets professional learning accountability requirements.

#### **With intent: Teachers researching their own practice**

LINDA NEWMAN (1) NICOLE LEGGETT (1) MEL DUFFY-FAGAN(2) AND KATE HIGGINBOTTOM (3) (1) University of Newcastle, Australia; (2) Elder St early childhood Centre, Australia; (2) Elder St Early Childhood Centre, Australia; (3) Adamstown Early Learning and Preschool, Australia

Paper 1 outlines "Research Connections", a year-long practitioner research project that embedded an inherent desire to address children's rights while engaging in a new forum that met accountability requirements for professional learning. Teachers, within their professional role, aimed to grow confidence in contemporary, democratic and socioculturally grounded practice. University researchers aimed to collaboratively investigate the strengths and challenges of long-term professional learning about practitioner research. Within an educational climate of increasing calls for evidence-based practice (Mockler, 2015), alternative teacher-driven approaches to professional learning and accounting for children's successes are gaining traction (Nofke & Somekh, 2009). Practitioner research is one such approach that demonstrates strengths in collaboration, teacher commitment, ethical practice, local relevance and sustainability (Newman & Woodrow, 2015). We review the sociocultural theoretical foundations and researched benefits of practitioner research: collaboration, communities of practice, practitioner selected focus, collaborative design, participatory engagement. The project ontology, epistemology, purpose, design, planning and implementation is outlined and teachers discuss their engagement. Four centres and two university researchers collaborated whereby the university researchers investigated project processes and outcomes and four centre teams were guided through self-determined locally relevant projects. Ethical research was foregrounded as teachers sought to enhance professional identities, especially in the highly gendered sector, be recognised, in turn advocating and making visible the importance of children's agency, competence and rights in their early years. Findings presented in Symposium Paper 2 We question the feasibility of infusing intentionally chosen theoretical concepts across a multi-site research project and advocate the benefits of collaborative research.

Keywords: practitioner research, collaboration, professional learning, sociocultural research, teacher professionalism

#### **Owning it: Educator engagement in researching their own practice**

NICOLE LEGGETT, University of Newcastle, Australia

Paper 2 in this symposium reports findings from Research Connections, a collaborative Australian practitioner research project network focused on improving educators' pedagogical knowledge and classroom practices. Findings are presented from four early childhood centres engaged in research projects intended to improve self-identified aspects of their practice under the mentorship of a University Research Mentor. Practitioner research is an approach increasingly used by and with teachers (Browne & Weber, 2016, Fernandez-Diaz, Calvo & Rodríguez-Hoyos, 2014). Research outlining the benefits of practitioner engagement shows the learning and empowerment of educators, and the sense of achievement for university researchers when they research with rather than about educators. Sociocultural theory underpinned the professional learning approach that supported practitioner research as educators worked with others, moving their human knowledge forward within their cultural context (Vygotsky, 1986, Rogoff, 2003, Gonzalez & Moll, 2005). Four centres and two university researchers collaborated whereby the university researchers investigated projects planned and implemented at each centre. The project has university Human Ethics approval. The paper presents findings from the data examining practitioner researchers' initial and later perceptions of their learning as they planned and implemented their centre-based projects. Findings suggest that practitioner researchers are more likely to research topics that are meaningful and relevant to their services than if external researchers decide on the research focus, increasing the likelihood of sustainable change. Key themes to emerge were knowledge generation, the impact of practitioner research and connections. We argue a need for policy-makers to recognise and value the potential contributions educators are capable of making through researching their own practice.

Keywords: practitioner research, pedagogical investigation, classroom practices, professional learning, sustainable change

### **Taking a risk with risk competence**

KATE HIGGINBOTTOM (1) AND LINDA NEWMAN (2), (1) Adamstown Community Early Learning and Preschool, Australia; (2) University of Newcastle, Australia

Within an Australian year-long practitioner research project, one centre investigated how young children build risk competence. They identified the impacts of intentional teaching on children's adventurous play. By having to manage failure or consequences, children build risk competence and resilience (Little, Sandseter & Wyver, 2012). Regulatory restrictions however can impact the environmental affordances for risky play and children's right to explore and make autonomous decisions (Sandseter & Sando, 2016). Previous research about allowing children to explore risk has shown benefits for development, however is less clear on the relationships between intentional teaching and risk-competence. The project methodology was socioculturally informed practitioner research, using action research. Over more than 6 months, baseline data were used to develop a collaborative change plan. Further data were then collected in the form of checklists recording the level and type of child engagement in risky play. Educator intentional teaching strategies and differences in involvement were recorded. Video recordings and interviews were generated to determine children's assessment and management of risk. Data analysis included frequency counts for quantitative data and analysis of recurring themes in qualitative data. University human ethics approval was obtained. Preliminary findings indicate differences in opportunities for intentional teaching during risky play. Children's levels of energy and engagement changed from morning to afternoon and family interaction increased from arrival to departure times. This unique ongoing professional learning opportunity generated findings related to children's risk awareness and educators' intentional teaching. Implications for policy makers, regulators and curriculum developers will be discussed.

Keywords: risk competence, adventurous play, practitioner research, intentional teaching, professional learning

## **SYMPOSIUM SET C / 21**

### **WORKING WITH DISABILITY**

#### **Individual Papers**

CHAIR: JENNY WILDER, Stockholm University, Sweden

#### **Early education / inclusion for children with disabilities**

ALESSIA CINOTTI AND ROBERTA CALDIN, University of Bologna, Italy

The main objective is to investigate fathers figure in relation to the disability of their children, including broader consideration about parental function in the "father evaporation" period. Fathers of disabled child have a long history as "peripheral parent". Their role is shifted with societal changes that have led to a "new fathers" (Recalcati, 2013, Lamb, 2011, Pleck, 2011). The research is aligned with the inclusive framework that emphasise the importance of an early education/inclusion. Mainstream education for students with disability is a legal right in Italy but it should be extended to the nursery level as well, requiring an access priority for disabled children. Based on exploratory research, we carried out a three-years research conducted in the services 0-6 in Bologna, involving 86 fathers of a disabled child. Based on a qualitative methodologies, we use questionnaire and semi-structured interviews. The ethical dimensions considered are: the respect for the dignity of research participants, the protection of the privacy, an honesty and transparency communication in relation to the goal of the research. The result show that the parenthood seems to polarise mainly on affective and protective educational modality. Although, the data collected underline that fathers are also able - more than mothers - to bring emancipating elements to the relationship with the child. We propose a model of interventions for families with a disabled child, including fathers. The program is extended in the service 0-6 aiming to facilitate access and retention of disabled children with their families in the regular context.

Keywords: fathers, education, disability, rights, environment

#### **Children's' learning in transition from preschool: Children with intellectual disability**

JENNY WILDER (1) AND ANNE LILLVIST (2), (1) Stockholm University, Sweden; (2) Mälardalen University, Sweden

The aim of this study was to explore parents' and teachers' perceptions of and responses to children's learning of 5-7 year old children with intellectual disabilities (ID) in their transitions from preschool. Although educational transitions is a growing field of research there is limited research of educational transitions of children with ID. These children often need individual adaptations in pedagogical settings. Educational transitions involve changes in the identity and agency of individuals (Dockett, 2014). Three levels of change have been identified: the individual, relationships and contextual levels (Griebel & Niesel, 2009). Children's learning journeys are developed on these levels by collaboration between settings (Wilden & Lillvist, submitted). The transitions from preschool to school of eight children with ID were followed during one year. Interviews with parents, preschool- and school teachers were performed on three occasions pre- and post-transition. Sixty-eight interviews were analysed inspired by interpretative phenomenological analysis (Smith, Flowers & Larkin, 2009). The study was approved by the Swedish Ethics Committee for Research. All participants gave informed consent continuously during the process of the

study. The themes 'learning that fit', 'language and communication' and 'child wellbeing' defined how parents and teachers responded to their perceptions of the children's learning. The teachers had different perceptions of the children's learning and also of the goals of the educational setting. The results are discussed in relation to different viewpoints on learning in the Swedish preschool and school curricula and the implication of this to teacher education.

Keywords: educational transition, learning environment, children's learning, communication, intellectual disability

#### **Collaboration and interdisciplinarity to strengthen the ECEC's approach to children at risk**

TORILL MOE AND KATRINE IVERSEN, Nord University Trondelag, Norway

The research aim is to investigate how interdisciplinary resource team can strengthen ECECs' work with children at risk. According to previous research 5-10 % of children in Norway have serious psychical difficulties that creates problems for daily life and learning (Mykletun et al. 2009). These are complex issues, 'wicked problems' that often require collaboration across services to provide coordinated assistance (Grint, 2010, Myren and Valstad, 2014). Borg et al. (2014) have looked upon strengths and risks according to interdisciplinary collaboration to relieve and develop competence in ECECs. Research show that ECECs need a multidisciplinary and interdisciplinary collaboration to solve complex and multiple needs (Mellin, 2009) Anchoring in management is crucial to the success of multidisciplinary and interdisciplinary collaboration (Vangen and Huxham, 2009, Moe, 2015). Our study is based on a socio-cultural understanding of knowledge and learning. Focus group interviews with three interdisciplinary resource teams in Mid-Norway are transcribed and manually analysed. Results are presented in three main categories with key concepts. Ethical Considerations and anonymity are secured in interviews, and in any written recordings of observations. The informants have given informed consent and have received the text for approval. Main findings are that interdisciplinary collaboration strengthens the understanding of children at risk, and makes it possible to coordinate services in appropriate ways. We also find that anchoring interdisciplinary in management is crucial. Resource teams with a collaborative culture could contribute to sort and coordinate assistance. It seems that systematically interdisciplinary collaboration around ECECs can contribute to help children at risk.

Keywords: interdisciplinary resource team, multidisciplinary, collaboration, coordinated effort, children at risk

### **SYMPOSIUM SET C / 22**

#### **HOLISTIC WELLBEING SIG: SOCIAL JUSTICE AND WELLBEING**

Self-organised Symposium

CHAIR: BABS ANDERSON, Liverpool Hope University, United Kingdom

The connection between Social Justice and wellbeing is clear, where provision and policy for ECEC services aim to support families and their children on an equitable basis. Dr Antoanneta Potsi explores child poverty, recognising that children as a group are vulnerable to child income poverty and child deprivation. She compares the impact of the European economic crisis on a range of countries in diverse socio-cultural contexts. Dr Alex Owen and Jane Brie examine the take up of a Government policy offer for free ECEC provision for children aged 2 years of age from disadvantaged backgrounds. They highlight the reasons as to whether parents choose to engage with this offer or do not. Dr Babs Anderson considers community toddler groups and the quality of provision in these informal settings. She proposes a move away from the assessment of quality as an inventory scale towards a more participative reflective analysis by practitioners.

#### **Does the economic crisis impact child deprivation? Measuring and comparing child poverty differences between 2009 and 2014 across countries**

ANTOANNETA POTSI (1) ANTONELLA D'AGOSTINO (2) CATERINA GIUSTI (3) AND FRANCESCA GAGLIARDI (4)

(1) Bielefeld University, Germany; (2) University of Naples Parthenope, Italy; (3) University of Pisa, Italy; (4) Università degli Studi di Siena, Italy

This paper compares child poverty across Italy, Greece, France and the UK using two perspectives: child income poverty (based on a single monetary variable) and child deprivation (based on a set of non-monetary items). A fuzzy and multidimensional perspective (Betti et al. 2006) is carried out following the idea that several indicators of deprivation are equally important to be compared. Child poverty is also a lack of the material resources necessary for a decent standard of living whose material resources do not need to be in the form of income, and may include other crucial aspects such as the capability to live in adequate housing conditions, to have a social life, to be well nourished and clothed etc. (Bastos et. al. 2004, Bastos and Machado 2009, Potsi et al. 2015, Potsi et al 2017). The reference data for the present work are based on micro-data from the EU Statistics on Income and Living Conditions (EU-SILC) survey, from the years 2009 and 2014. The 2009 and 2014 questionnaires included a module with questions on children's material deprivation from an adult's perspective. The statistics suggest that children are a group particularly vulnerable to poverty and the negative impact of the economic crisis was particularly crucial for them. Since the consequences of living in poverty during childhood tend to persist beyond this period (Bradbury et al., 2001, Duncan et al., 1997), measuring child poverty becomes an important instrument for the implementation of efficient public policies to alleviate this issue.



Keywords: child poverty measurement, social justice, wellbeing, deprivation, the capabilities approach

#### **The Two-Year-Old Offer: Exploring parents' choice not to participate.**

ALEX OWEN AND JANE BRIE, Liverpool Hope University, United Kingdom

A recent Government initiative in England has sought to provide two-year-olds, from disadvantaged backgrounds, with free early education and care. The take up of this offer by parents has varied and the aim of this research was to understand why. There is increased understanding of the importance of high quality early years education for children from disadvantaged backgrounds, in relation to their future attainment and future life chances (Sylva et al., 2004, Sylva et al., 2014). Conceptually 'Funds of Knowledge' formed the basis for the work with the view that parents are knowledgeable and competent to make positive decisions for their children (Gonzalez, Moll & Amanti, 2005). A small scale, qualitative study was undertaken with the parents. An online questionnaire was used to gather the data. Parents provided their views concerning the offer and the reasons behind their choice not to participate. Full ethical clearance was obtained for the project ensuring that participants were fully aware of the parameters of the study. Participant consent was achieved in advance and participants were given the opportunity to withdraw their contribution at any time. The study revealed some key findings concerning the reasons why parents chose not to participate with the offer. These were related to parental perceptions regarding the impact of the offer on themselves, as parents, as well as the impact on their child. The findings from this research project have implications for practitioners seeking to support the engagement of parents, with children in their early years, living in disadvantaged contexts.

Keywords: poverty, two-year-old offer, parental engagement, qualitative, disadvantage

#### **Quality in community-based toddler groups**

BABS ANDERSON, Liverpool Hope University, United Kingdom

To examine the characteristics of quality in community-based toddler group provision A phenomenological scoping study explored the experiences of parents attending community-based toddler groups (Owen and Anderson, 2015). This research extends this work by considering how these groups operated, why they were so successful and what the features of quality in provision were. Bronfenbrenner's ecological model and cultural-historical activity theory provide the theoretical background examining the influences, purposes and roles of participants within the groups. Qualitative visual methodology (photographs) was used together with field visits during the toddler group sessions. Informal interviews with the group leaders were carried out during these visits to examine the aims of the leaders and how these were enacted in the sessions. Ethical consent was gained from the toddler group leaders and the parents of the children who attended. No direct observations were made of the children during the session. A focus group of leaders were consulted on the draft 'quality review' and subsequent alterations made. The characteristics of quality provision can be grouped into themes, such as organisation, transitions, space, interactions, activities, inclusion, parental support and informal Home Learning Environment (HLE). These have been used to create the form of a self-evaluative 'quality review' that reflects the context of the toddler group. The 'quality review' aims to support reflective practice as an alternative means of supporting community-based toddler groups to enhance their provision. This avoids a metricisation of quality in settings with externally set standards for quality, such as the ECERS-E scale.

Keywords: toddler group, quality, enactment, community, enhanced provision

### **SYMPOSIUM SET C / 23**

#### **PERSPECTIVES ON 'SCHOOL READINESS'**

Individual Papers

CHAIR: JULIE OVINGTON, Northumbria University, United Kingdom

#### **"Tidy-up time! Stop playing children, it's time to learn...hands together, lips closed and eyes on me!"**

JULIE OVINGTON, Northumbria University, United Kingdom

Recent policy introducing free early education and care for two-year-old children significantly alters the current 'school readiness' and learning through play debate. The aim is to provide new perspectives by exploring perspectives of professionals, parents and children at local levels. Children are unique, learning efficiently through play and continuous exposure to social interaction (Vygotsky, 1978). 'School readiness' is influenced by numerous factors (Clark, 2016) creating fluidity in definitions and interpretations resulting in the concept becoming nebulous. This variability allows the discourse to be moulded to dovetail with interventionist strategies, creating finite standards eroding pedagogical play within the milieu of learning (PACEY, 2013). Ecological systems theory (Bronfenbrenner, 1979) and cognitive play theory (Vygotsky, 1978) were used to explore constructs of school readiness and play in early education. A social constructivist paradigm and an illuminative, case study strategy was chosen to conduct mixed methods including focus groups, observations and interviews. Aims, objectives and preconceived ideas were discussed with participants followed by written information to overcome concerns prior to obtaining informed consent. Assent booklets were used to gain children's informed consent. A reiterative,

participatory approach ensured transparency by sharing findings. British Educational Research Association ethical guidelines were followed and Northumbria University granted ethical approval. Language is paramount to children's learning, however, school readiness creates conflict between personal and professional identities developing a discord between policy and practice. Demands to quantify tangible productivity schoolifies two-year-old children to meet prescribe standards. Where is the importance of pedagogical play? and are child rights to play being upheld?

Keywords: play, curriculum, pedagogy, outcomes, case study

#### **Personal, behavioural and social predictors of school readiness among children in poverty**

DOMINIC GULLO, Drexel University, United States

This study examined factors that predict school readiness among low-socioeconomic children. Children's personal, pro-social traits, and approaches to learning were included as predictor variables. Research shows that there is a gap in development and academic achievement between children who reside in poverty and those who do not (Gullo, 2017, Janus & Daku, 2007). Efforts to eliminate disparities in achievement later in school must focus efforts on the school readiness gap. School readiness research contributes to the theoretical and conceptual frameworks. Studies show that school readiness is multi-dimensional and influences on it are derived from multiple sources. This study focuses on achievement and motor development. Data from the early childhood Longitudinal Study (ECLS-B) restricted data set were analysed. It included a nationally representative sample of 14,000 children. Step-wise multiple regression was used. Predictors included measured variables reflecting sociocultural characteristics of children, their pro-social behaviours, and approaches to learning. School readiness included measures of literacy, mathematics, and fine-motor performance prior to entering kindergarten. The ECLS-B data were de-identified. IRB approval classification was exempt. Analyses revealed that the model was a good fit for the data. Among the nine predictor variables, five significantly contributed to the predictive model for literacy and math, while six contributed to the model for fine-motor development. The percentage of variance accounted for was between 11 and 17 percent. Understanding factors that predict school readiness for at-risk children can lead to practices and policies that ameliorate negative effects of these factors, including those related to parent and teacher education.

Keywords: school readiness, poverty, at-risk, social competence, approaches to learning

#### **Protecting and extending Froebelian principles in practice: Towards policy interventions in early years practitioners' education**

KATE HOSKINS AND SUE SMEDLEY, University of Roehampton, United Kingdom

This Froebel Trust funded research project identifies and recommends policy interventions to protect and extend Froebelian practice, based on analysis of the education and training received by a sample of approximately 36 early years educators. The research challenges the current early years emphasis in the UK on 'school readiness' (EYF, 2014), which limits opportunities for self-directed play and prioritises academic achievement (Urban, 2014: 2015). We draw on policy enactment theory (Braun et al, 2011: Ball et al, 2012) to analyse how Froebelian principles can be protected and extended in practice through policy interventions intended to raise the profile of a Froebelian approach in early years practitioners' education. This qualitative study, located in an interpretative paradigm, is focussed on six early years' settings in differing geographical locations and has involved semi-structured 1-hour interviews with 6 participants in each setting. The research complies with the ethical protocols set out by the British Education Research Association (2011) and the University of Roehampton (2011). Ethical concerns addressed included ensuring participant confidentiality, anonymity and obtaining informed consent. We discuss features our participants perceive are distinctive about Froebel's approach to EY education and identify potential gaps in early years training and development to recommend policy interventions in both the early years curriculum and early years teacher education and training. We argue that policy interventions aimed at raising the profile of Froebel's ideas about learning through play have the potential to improve social justice outcomes for children and staff and improve the quality of early childhood services.

Keywords: Froebel, policy enactment theory, early years educators, practice, social justice

### **SYMPOSIUM SET C / 24**

#### **ASSESSING EARLY CHILDHOOD EDUCATORS**

Individual Papers

CHAIR: CAROLINA GUEDES, University of Porto, Portugal

#### **The impact of differentiated instruction on students' achievement: Evaluating the equality dimension**

ANASTASIA MAVIDOU AND DOMNA KAKANA, Aristotle University of Thessaloniki, Greece

The purpose of this study is to shed light onto the equality dimension of differentiated instruction (DI). Considering the impact of austerity on education, we investigate whether DI benefits the students' achievements regardless of their differences (socio-economic status, learning readiness), and hence, promotes quality teaching and equality. Former research

indicates that DI facilitates academic success and incentives (Lewis & Batts, 2005. Scott, 2012. Tobin & Mc Innes, 2008). Moreover, traditional instruction increases the gap between students of low and high socio-economic status, whereas DI tends to close this gap (Koeze, 2007. Valiante, Kyriakidis & Koutselini, 2011). Austerity has impacted the quality of teaching (Galanaki, 2015). As the traditional approach of one-size-fits-all instruction seems to fail, DI promises a challenging environment for every child and promotes equality (Tomlinson, 1999). A pragmatic paradigm is followed, and the methodology is mixed combining quantitative (quasi-experimental plan) and qualitative (individual interviews and classroom observation) methods. Pre- and post-tests are applied in two pre-determined groups of kindergarten children (Nexp = 80, Ncontr = 74). The researchers collected parents' signed permissions for the participation of their children and the collected data were anonymised. The data collection is in progress. The statistical analysis will run t-tests for dependent and independent groups. Moreover, content analysis will compare emerged codes before and after interventions on individual and group level. The expected results will consist of empirical data supporting the effectiveness of DI. Additionally, the results will reflect on professional development programmes, especially in case they prove that DI increases equality.

Keywords: differentiated instruction, learning achievement, students' readiness, diversity, kindergarten

#### **The quality of teacher-child interactions across crèches and preschools in Portugal**

CAROLINA GUEDE, (1) JOANA CADIMA (1), TERESA AGUIAR (1), CLARA BARATA (2) AND CECÍLIA AGUIAR (3), (1) University of Porto, Portugal; (2) University of Coimbra, Portugal; (3) ISCTE-IUL, Portugal

In this study, we investigate the quality of teacher-child interactions across crèches (for children under-3) and preschools (for children 3-6) through the lens of an international observational measure. Across policy stakeholders, the importance of providing high quality ECEC has been underlined (European Commission/EACEA/Eurydice/Eurostat, 2014). However, although most European countries are committed to improving its access and affordability, ECEC provision is often split and, for children under 3, arrangements vary greatly from country to country. In Portugal, the crèches are quite different from the preschool network in terms of curriculum guidelines, structure, and regulations, but little is known about teacher-child interactions. The Classroom Assessment Scoring System (CLASS, Pianta et al., 2008) is an observational measure that was developed to observe key dimensions of teacher-child interactions. Research conducted in different countries has shown that high-quality teacher-child interactions as measured by the CLASS is positively associated with children's social and cognitive development (Howes et al., 2007), but its adequacy to different settings stills needs to be further examined. This study is based on the notion that providing close and caring relationships, and cognitively stimulating interactions is of upmost important (Hamre et al., 2011). In this quantitative observational study, trained observers conducted observations in 30 crèches and 40 preschool classrooms. Consent forms were obtained from all participants. Findings suggest important differences but also some similarities across crèches and preschools. Findings will be discussed in terms of the usefulness of using an international observational measure to capture the interactions of teachers in the two systems.

Keywords: ECEC quality, teacher-child interactions, observation, crèche, ECEC split system

#### **The reliability and validity of the quality of educators' observation and planning practices scale (QOPPS)**

LISE LEMAY (1), GILLES CANTIN (1), JULIE LEMIRE (1), PAUL HAYOTTE (1) AND CAROLINE BOUCHARD (2), (1) Université du Québec à Montréal, Canada; (2) Université Laval, Canada

This study describes and validates the QOPPS, an instrument assessing the quality of early childhood educators' (ECEs) observation and planning practices. High quality ECE promotes children's development. Offering high quality intervention starts with observing each child and plan to best meet his or her needs (NAYEC, 2009). Previous studies have questioned existing measures of the quality of ECEs' observation and planning practices and highlighted the need for improvements (Lemay, et al., 2015). High quality requires intentional ECEs. They observe children to feed their planning of the curriculum, which is implemented in a flexible manner, and then, they reflect upon the latter to improve practices (Epstein, 2009). This pilot study was conducted in Quebec (Canada). Subjects are 181 ECEs working in childcare centres. Based on ECEs' responses in a semi-structured interview and a documents check, an assistant rated the 8 items of the QOPPS (double coding 15% of QOPPS). The QOPPS scores were compared based on independent variables known to influence quality and were correlated with other quality measures (Pianta et al., 2008, Bourgon et Lavallée, 2013). All participating ECEs were informed about the project and signed a consent form. The QOPPS shows good interrater reliability and internal consistency. Results provide evidence for convergent validity, whereas the QOPPS scores differ by types of childcare and are associated with the quality of interactions and the quality of the physical setting. The QOPPS offers guidelines for the improvement of ECEs practices and seems a promising scale to use in research.

Keywords: ECE, childcare centres, observation and planning practices, quality rating scale, reliability and validity

## SYMPOSIUM SET C / 25

### CHALLENGING DOMINANT PERSPECTIVES - EXPLORING CHILDREN'S PERSPECTIVES

#### Individual Papers

CHAIR: HASINA BANU EBRAHIM, University of South Africa, South Africa

#### **ECE in a multicultural and inclusive society**

RAMONA BERNARD, University College of Oslo and Akershus, Norway

The aim of this research is to highlight and to describe how cultural diversity influences the daily life in kindergarten and new challenges it may bring. Cultural diversity is no new situation in Norway. The history of the Lappish people can illustrate a variety of strategies and political argumentations over time (Bernard, R. 1997). The theoretical reference illuminates social inclusion, social equity and social justice in a cultural diverse in ECE perspective (Gjervan, M. et. 2012). In a hermeneutic paradigm, official policy documents and selected examples of cultural diversity will be described, analysed and discussed in the light of social inclusion, social justice in kindergarten context. From a position of social inclusion, social equity, social justice ethical values are central when interested in the situation of children in the multicultural society today. Cultural diversity and social inclusion are fundamental stated in official white papers. A main challenge to professionals is give weight to and navigate in the cultural diversity in which the child is active participant. In a multicultural ECE of today, we must acknowledge and develop an openness to a child's cultural diversity background, to put emphasis on and question what cultural diversity is and shall imply in an inclusive kindergarten. There is no simple answers to these questions.

Keywords: cultural diversity, inclusion, ECE, multiculturalism, social equity

#### **Towards epistemic justice: The case of preschools for Muslim children**

HASINA BANU EBRAHIM, University of South Africa, South Africa

This paper examines complexities that arise when centre-based provision is used for faith and academic development. Scourfield et al's (2013) work on the contextual nature of Muslim childhoods is expanded to show the politics of nurturance. Mauwara's (2008) work on curriculum for Muslim children is extended to show dualistic tension. Fricker's (2007) concept of epistemic injustice is used to show the struggles staff undergo to shape an appropriate education for Muslim children. The positive turn of epistemic justice (Anderson 2012) highlights more affirming practices. The critical paradigm highlights the power centres and its effect (Cohen et al 2001). This qualitative study includes semi-structured interviews with staff of 6 early childhood centres in 2 provinces in South Africa. The situated ethics approach (Ebrahim 2010) was used to pay attention to fair practice in moment by moment ways. The business model created marketised education which led to different dimensions of epistemic injustice. This study draws attention to the importance of examining centre-based provision as a site of inequity and how this might be addressed for practice.

Keywords: epistemic justice, preschool, children, centre-based provision, South Africa

#### **Children's lived experiences of 'ability' in early schooling**

CATHERINE GRIPTON, Nottingham Trent University, United Kingdom

This research into children's everyday lived experiences of early schooling considers the phenomena of 'ability' (or 'intelligence') as experienced by children in two case study classes. Building upon previous work on play within children's lived experiences (Gripton 2017), this research is methodologically informed by Einarsdottir's work on children's experience of school (2010) and Londal's research into children's lived experience (2010). There is clear focus upon children's perspectives, considering children conceptually as uniquely placed to tell their own stories as competent, capable and responsible individuals (Harcourt 2011) with adults deemed as outsiders to childhood. Within this constructivist approach, children created video tours, classroom representations using small world toys and dialogue which provided insight into their everyday lived experiences. The video and photographic evidence produced was stored ethically with parental and child consent. Extracts are presented in this paper using pseudonyms for children and schools and without images of the children. Grounded analysis of the data from the two classes found that the children's lived experiences of 'ability' were highly individual. Each child attended to a different combination of structural, social and pedagogic aspects of classroom life and this shaped their experience of 'ability'. These findings suggest that policy and research into 'ability' in early schooling should be considered with a recognition that there could be significant variation in how this is experienced by individual children. Implications for practice are that a wide range of pedagogic choices should be considered as potentially impacting upon a child's experience of 'ability'.

Keywords: children's perspectives, lived experience, ability, school, classroom

## SYMPOSIUM SET C / 26

### AN INVESTIGATION OF THE PROFESSIONAL PRACTICE COMPONENT OF UNDERGRADUATE ECEC DEGREES ACROSS THE PLÉ MEMBERSHIP

Self-organised Symposium

CHAIR: MARY MOLONEY, PLÉ Ireland, Ireland

This study which is funded by the Teaching and Learning Forum examines the practices and perspectives related to the professional practice (PP) component of undergraduate ECEC degrees (Level 7/8) across the PLÉ membership which represents 17 Higher Education Institutes (HEIs). It is concerned with the structure and duration of professional practice placements (i.e., organisation, mode of delivery across the HEIs: 1 year/ 2 years/ 3 years, block weeks vs days every week etc.), the focus of PPPs (e.g., skills and competencies being targeted, care and pedagogical strategies utilised, interpreting and implementing National Frameworks, peer teaching), assessment of PPPs (personnel, supervision, reflective dialogue between students/supervisors, professional portfolios etc.), student and ECEC provider/manager's experiences of PPPs (including preparation, support and follow-up).

#### **An investigation of the professional practice component of undergraduate ECEC degree programmes across the PLÉ membership**

MARY MOLONEY (1) AND JAN PETERSEN (2), (1) Mary Immaculate College/ Chairperson of PLÉ, Ireland; (2) PLÉ Ireland, Ireland

This paper explores practice across Higher Education Institutions in Ireland in relation to the structure and duration of professional practice placements, the focus, assessment and supervision of PPP, and reflective dialogue between students and supervisors. Excellence in early years teaching is dependent upon 'a continuous interplay between theory, research and practice' (NAEYC, 2006, p. 6), and supervised, reflective practicum is critical to high quality professional preparation (Girod and Girod, 2008, Bonnett, 2015, Waddell and Vartuli, 2015). Using an ecological framework, this study examines the interplay between HEIs and ECEC students, and host placement settings, and between settings and students. This qualitative study utilises an online questionnaire survey to gather statistical data (duration of placements, number of supervised visits undertaken during the placement period etc.) and qualitative data relating to supervision and assessment. Information letters advised participants of the voluntary nature of the study, and their right to withdraw at any stage, without consequence. The option to collect computer IP addresses was switched to 'No', and all identifying information was removed from the responses to ensure that no institution could be identified. The findings indicate that supervised reflective practicum: Is integral to undergraduate ECEC programmes enables students to bridge theory and practice Is central to quality preparation for working in ECEC. Moreover, each HEI gives careful consideration to selecting host settings, preparing, supervising and assessing students engaging in practicum. This study can help to inform the development of comprehensive criteria for practicum across HEIs in Ireland.

Keywords: practicum, theory, supervision, hours of practice, assessment

#### **Student perspectives of the professional practice (PP) component of their undergraduate ECEC degrees in Higher Education across Ireland**

MARIAN QUINN (1) AND JENNIFER POPE (2), (1) Cork Institute of Technology, Ireland; (2) Mary Immaculate College, Ireland

This paper examines the perspectives of final year students regarding the professional practice (PP) component of their undergraduate ECEC degrees across fourteen Higher Education Institutions (HEIs) in Ireland. Practicum or field experience has long been considered an essential aspect of pre-service teacher education, (Girod and Girod (2008). Although Ritblatt, Garrity, Longstreth, & Potter (2013) suggest that educators consider practicum experiences as the most influential aspect of their preparation, Agbenyega (2012) argues more work is required in terms of practicum to enable pre-service educators to engage and use theory to inform their practice. Using an ecological framework, this paper examines the interplay between ECEC students, HEIs, and early years settings in terms of professional practice placement. This qualitative study employed an online questionnaire survey to garner the opinions and perspectives of ECEC students with regards to professional practice placement. Through Information letters, students were advised of the voluntary nature of participation, right to withdraw at any stage without consequence and all identifying information was removed ensuring no participant/ institution could be identified. Findings suggest that placement enables students to: Bridge the theory practice divide, Engage meaningfully with practice frameworks within the ECEC field, Determine suitability to work in the ECEC sector. Moreover, longer 'blocks of placement' were considered more beneficial than shorter terms models. Additionally, students considered it essential that PP was supervised by a member of the ECEC college team. This study points to the need to develop criteria for this critical aspect of undergraduate ECEC degree programmes.

Keywords: professionalism, placement, undergraduate, student perspectives, Ireland

## **Provider perspectives of the professional practice (PP) component of their undergraduate ECEC degrees in Higher Education across Ireland**

JAN PETTERSEN, Dublin Institute of Technology, Ireland

This paper examines the perspectives of ECEC providers in relation to the professional practice (PP) component of undergraduate ECEC degrees across fourteen Higher Education Institutions (HEIs) in Ireland. Ackerman (2005) suggests that undergraduate training programmes influence how future ECEC educators impact the nature and quality of children's experiences within settings. However, simply knowing that an educator has a degree, does not tell us much about the course content, or the practicum experience that helps students apply learning to practice (Whitebook et al., 2009). Using an ecological framework, this paper examines the interplay between ECEC providers, HEIs and final year ECEC students. This qualitative study utilises an online survey to garner the opinions and perspectives of ECEC providers that facilitate undergraduate students to engage in practicum. Information letters were disseminated. ECEC providers were advised of the voluntary nature of participation, and the right to withdraw at any stage without consequence. The option to collect computer IP addresses was switched to 'No', and all identifying information was removed from the responses to ensure that no participant/ setting could be identified. ECEC providers were overwhelmingly positive about PPP highlighting the benefits in terms of enabling students to put theory into practice. Managers spoke of students' knowledge, and enthusiasm, and their capacity to generate reflective practice among existing educators within the setting. In common with students. Likewise, block of placements, and supervised practice were considered beneficial. This study points to the need to develop criteria for this critical aspect of undergraduate ECEC degree programmes.

Keywords: ECEC degree programmes, ECEC providers, undergraduate students, Higher Education Institutions (HEIs), Ireland

## **SYMPOSIUM SET C / 27**

### **'GROWING TOGETHER' - CHILD STUDY TO SUPPORT PRACTITIONERS' UNDERSTANDING OF A CHILD'S WORLD AND SUPPORTING PARENTS USING AN ONLINE LEARNING JOURNEY**

Self-organised Symposium

CHAIR: CATH ARNOLD, Early Years Consultant, United Kingdom

Our BA 'Growing Together' module uses the understanding and learning gained from our 'Emotional Roots of Learning' training programme to inform our teaching practice and the module's development. Students have the opportunity to begin to understand and apply psycho-analytic theory and understanding to their child case study. Video vignettes of the same child are used during the module study week so that students can build up an understanding of their emotional world and the students' assignments are carried out in the same way. We find that students are surprised by what they uncover about the child's emotional world and that they shift from considering only a child's cognitive learning styles to also considering their emotional responses. The child study presented argues for the importance of close observation alongside engaging with parents to fully understand the child's context, experiences and the messages they are conveying through their play.

### **Growing together Part 1 - The growing together study module, learning and development**

COLETTE TAIT, Pen Green Centre for Children and their Families, United Kingdom

Understanding how relationships in the early years impact on infant mental health and children's social and emotional development. Previous presentations of our work with students at Pen Green (EECERA, 2015, EECERA, 2016) exploring the student experience and how their learning impacts on their practice along with our work relating to the 'emotional roots of learning' has enabled us to develop our ideas. This research has been informed by research in the areas of Attachment Theory (Bowlby, 1988), Attunement (Stern 1985), Resilience (Rutter, 1985, 1987), Agency (Bandura, 1989) and Companionship (Trevarthen, 2002) and Schemas and Emotions (Arnold, 2010) Our BA 'Growing Together' module used our 'emotional roots of learning' work to provide students with an understanding of applying psychoanalytic theory to a child study. Video vignettes are the subject of discussion by students to support their understanding of the emotional dimensions of their practice. Informed consent from all participants was negotiated and confirmed in writing from adults and, in the case of children, their active assent was negotiated and secured during the undertaking of the students' child studies (EECERA, 2014). That practitioners are surprised by what they uncover about the child's emotional world and there is a shift from considering only a child's cognitive learning styles to also considering their emotional responses. The importance of sharing information with parents about how the child's emotional world impacts on their learning and development and developing strategies within teams to ensure this practice is consistent.

Keywords: child study, psychoanalytic theory, schemas and emotion, the child's world, observation

### **Growing Together Part 2 - Stevie gets stuck**

EMMA HOLTON, Pen Green Centre for Children and their Families, United Kingdom

A child study, undertaken in an ethically sound manner, including the child and family as partners. Analysis of observational data in relation to theoretical frameworks in order to more fully understand a child's emotional world. This study links with

our research on engaging parents over a number of years, particularly on the topic of their children's learning. As a student at Pen Green, undertaking my master's degree, this also links to previous work presented regarding student experience and how this learning links to practice. Drawing on companionship theory (Trevarthen 2001) and schemas and emotions (Arnold 2010). Interpretative, case study methodology, fully informed consent gained from parents of child studied for undertaking research and presenting at EECERA. Assent also gained from child. Fully informed consent gained from parents of child studied for undertaking research and presenting at EECERA. Assent also gained from child. The combination of close observation alongside engaging with parents to fully understand the child's context, experiences and the messages they are conveying through their play. Stevie demonstrated his understanding of the transitional process he was going through, by acting out the creation of boundaries within his play. A clearer understanding for practitioners about how to effectively support particular children's transitions and understand messages given through play.

Keywords: child study, companionship, schemas and emotions, parents, transition

#### **Engaging with Families: Using Tapestry, an online learning journal**

TRACEY STUDDERS (1) AND CATH ARNOLD (2), (1) Pen Green Centre for Children and their Families, United Kingdom; (2) Early Years Consultant, United Kingdom

To evaluate our recent use of a secure online learning journal (OLJ) to encourage dialogue with parents, especially parents who may find our services 'hard to reach'. This study links with our research on engaging parents over a number of years, particularly on the topic of their children's learning (Whalley et al, 2007, 2017, Arnold, 2017). We consider the value of engaging with parents about their children's learning, the power differential between professionals and parents and how that can be minimised, the benefits and barriers to engagement using IT, and the type of information workers and parents share. We used a practitioner action research approach to gain insights into using the OLJ from parents' perspectives, using a purposive sample of parents and from workers, who opted in to the study. We report on 2 phases of the study. Accounts of parents' and workers' views were anonymised, the responses of participants were respected and believed, a gatekeeper was appointed to ensure that parents' views were authentically represented and to ensure that no harm was done and that benefits were maximised. Barriers identified were low literacy levels and lack of access to the internet, over time, workers became more confident in using the software and in encouraging parents to engage with the OLJ. More training for workers and parents on using the OLJ as well as ways of parents accessing the internet on the centre site or in a time limited way at home.

Keywords: engagement, parents, learning, online learning journal, documentation

### **SYMPOSIUM SET C / 28**

#### **OUTDOOR PLAY AND LEARNING SIG: CHALLENGES AND OPPORTUNITIES**

##### **Self-organised Symposium**

CHAIR: KRISTI LEKIES, The Ohio State University, United States

This session presents three papers examining the challenges and opportunities of outdoor play and learning in three countries--Portugal, Norway, and England. The studies help to identify ways that outdoor experiences facilitate learning and interaction with the natural environment. The papers explore educational programmes, ethics and values toward living creatures, and the role of loose parts in outdoor play. To address research questions, a variety of research methodologies were used including narrative inquiry and participant observation. Challenges and application of ideas for educators will be discussed.

#### **Invisible Limits Project: Innovative outdoor learning approach in Portugal**

AIDA FIGUEIREDO (1) MARLENE MIGUEIS (1) ANA COELHO (2) VERA VALE (2) MILIA BIGOTTE (3) ISABEL DUQUE (3) AND LUANA PINHO (3), (1) Aveiro University, Portugal; (2) Polytechnic Institute of Coimbra, Portugal; (3) CASPAE, Portugal;

The Invisible Limits Project aims to implement outdoor education programmes in nature for children between 3 and 10 years old, promoting experiences based on free play, essential for a holistic and healthy development. Children's opportunities for free play, exploration, free initiative and problem solving, are constrained in modern world, due to factors related to the development of a society that overlook nature, has difficulties to deal with risk and stresses academic achievements, based on the idea that "sooner is better" (Whitebread, 2012). According to Ludwig (2007), the current generation has the lacks the contact with nature and outdoor spaces, and will possible have shorter life compared to their parents as well as several health problems - obesity, asthma, hyperactivity and attention deficit disorder (Delaney & Smith, 2012). Research has shown that the participation in outdoor programmes can change the way children learn with benefits in their later academic lives (Ejbey-Ernst & Stokholm, 2014). The Invisible Limits Program comprises a systematic children's contact with nature for a period of 8 weeks, 4 days a week, staying the fifth day at kindergarten. The decision to participate depends on families. The pilot-project is being evaluated in different dimensions related with children, families and outdoor practices. It was request order parents' informed consent and children's authorisation to participate - they were informed they could withdraw anytime. The pilot-

project is ongoing. The main implications are to reflect and raise awareness on the importance of an innovative educational offer in Portuguese educational system.

Keywords: nature, innovative practices, play, exploration, learning

**Values and valued education teaching the cycle of life and death in encounters between children and the 'more-than human world': Ethics and respect for life in outdoor education in early years**

KARI-ANNE JØRGENSEN, University College of Southeast Norway, Norway

The aim is to elucidate and discuss how outdoor education in early childhood that facilitates children's encounters with death and decay in 'more than human world' can be ways to develop respect for life and ecological understanding. International research states the importance of children's encounters with nature as important for development of respect for life (Carson, Naess, and Nabham). We build on former projects on children's encounters with nature (Jorgensen, Sanders). We draw on Vygotskian approaches to play, learning and scaffolding. The role of the adult scaffolding the children's process of meaning-making and ethical understanding. The study is framed by paradigm of sociocultural learning and ecosophy. Methods are text analyses and narrative inquiry, texts on children and nature and autobiographical narratives. The empirical material is approved formally by formal national standards for consent (NSD). In the studies the children had the right to withdraw. There are no identification of children. We have recognised the power of story in our educational work and the importance to examine the choices we make, not only about how we tell, but also which stories we attend to in our educational practice. There are stories about death, about kill and about the cycle of life all with a potential to scaffold the process of meaning-making and developing respect for all life. From the study we question how educators maybe unwittingly, re-enforce romanticised notions of children and 'nature', and indeed our own autobiographies, in our planned teaching choices and the subsequent stories we (re)tell of such experiences.

Keywords: early childhood, ecosophy, ethics, narrative inquiry, respect for life

**How can early childhood educators apply Nicholson's Theory of Loose Parts to support the provision of an environment which baffles children's brains and stimulates deep level learning?**

MENNA GODFREY, Centre for Research in Early Childhood, United Kingdom

The research considers ways in which children in an early years setting use loose parts in their play and the adult role is in enabling unadulterated play. Previous research includes Csikszentmihalyi's work on Flow (2014), Nicholson's Theory of Loose Parts (1971) and Heft's (1988) taxonomy of affordance. Also Gandini's (1998) intelligent materials and Gray (2015), Hughes (2013), Bruce (2011) Wood (2013) amongst others on play. The greater the variety of loose parts available the more creative the play and the greater the involvement of the player. Laevers Involvement Scale (1994) was used as an indicator of the depth of learning of the child. As a practitioner researcher, working within an interpretive paradigm I took an ethnographic approach recognising myself as an insider, participant observer (Cosaro 2003). Data was gathered through field notes, informal conversations and in the form of video and still photography. EECERA guidelines were followed, consent was gained from parents and staff and assent of children determined both verbally and as indicated by their body language. Children demonstrated a greater depth of involvement when they had a choice of loose parts and were given permission to use them creatively. Practitioners commented on high levels of cooperation where children engaged in the same play activities. Reframing Nicholson's theory of loose parts enabled practitioners to reflect creatively on their role as providers of the learning environment. These emerging findings will inform further my study of the activities of children in particular their play in the Mud Kitchen.

Keywords: play, loose parts, outdoors, environment, learning

**SYMPOSIUM SET C / 29**

**TRANSITIONS: PARENTS' PERSPECTIVES**

**Individual Papers**

CHAIR: NIINA RUTANEN, University of Jyväskylä, Finland

**Transitions to school: Responding to the voices of parents**

GRANT WEBB, BRUCE KNIGHT AND GILLIAN BUSCH, CQ University, Australia

This research aimed to describe and interpret parents' narratives of their perceptions, expectations and experiences as their child transitioned to school. While existing literature places a strong focus on understanding and supporting children as they make this transition, little focus has been placed on the experiences of parents (Dockett, Perry, and Kearney 2012). This research used the Family Developmental Transition Approach (Griebel and Niesel 2013) as well as Bronfenbrenner's Model of Human Development (1979) to explore the ways in which parents' transitional experience was shaped by contexts and systems. This was Qualitative Research that utilised Collective Case Studies using Narrative Inquiry methodology. Data gathering was through Semi-Structured Interviews with eight parents from regional Australia whose children were



transitioning to primary school. Interviews used Biographic-Narrative method principles. Data was analysed using Narrative Analysis. The research had university research ethics approval. Particular attention was paid to reciprocity, the removal of the researcher from the relationship at the conclusion of the study, and dealing with direct requests for help from participants. The research identified that there were both similarities and differences in the experiences of families and these could be interpreted using Bronfenbrenner's model. This study has led to a better understanding of parents' lived experiences during this ecological transition as well as a better understanding of the ways in which parents shape and are shaped by their children's developmental transitions. In addition, the results of this study have relevance for schools and systems as they develop and review policies and practices.

Keywords: parents, families, agency, transitions, transgenerational

#### **Ready for school? Exploring the differing understandings of mothers and professionals**

HELEN VICTORIA SMITH, University of Nottingham, United Kingdom

The research explores differing understandings of the concept of school-readiness amongst mothers of young children and professionals who work with them in a range of early years settings in one small town. The study aims to consider the robustness of this concept, trace ways in which it influences practice and raise questions about equity of early years' provision. This research relates to previous work on the role of parents in supporting the learning of young children (Desforges & Abouchaar, 2003), and how early years' services, such as preschools and Sure Start can support them to do so (Bagley, 2011, Sylva et al, 2004). The study employs Bourdieu's concepts of social, human and cultural capital to understand how and why particular resources are provided, and how the professionals and mothers view them. This research is part of a larger ethnographic study examining how mothers' understand the resources provided by a small town (in the East Midlands, UK) to support the literacy development of children under 5. Participant observation, visual methods, and semi-structured interviews were used across a range of contexts. No photographs were taken of children, informed consent was sought from participants, and confidentiality was assured. BERA ethical guidelines were adhered to. Different understandings of school-readiness were seen to exist between professionals and mothers, as well as between public and private services. This suggests that school-readiness is an imperfect concept that needs closer scrutiny and greater definition if early childhood services are to successfully promote social justice, solidarity and economic progress.

Keywords: school-readiness, mothers, early childhood services, literacy, Bourdieu

#### **Children's places in transitions to ECEC - A Finnish case**

NIINA RUTANEN (1) JAYNE WHITE (2) AND HELEN MARWICK (3), (1) University of Jyväskylä, Finland; (2) University of Waikato, New Zealand; (3) University of Strathclyde, United Kingdom

This presentation focuses on the Finnish case within an international project "Social and emotional experiences in transition through the early years". The aim is to trace the interactions among the local organisation of non-parental childcare provision and how transition to ECEC and children in transitions are constructed by teachers and parents. Previous studies have shown how transitions bring forth a discontinuity in relationships, a change in cultural settings and their embedded values, routines, practices and rules (Dunlop & Fabian 2006, Datler et al. 2012). In addition to recent developments in infant-toddler research (Harrison & Sumsion 2014, White & Dalli 2017), this study will engage in dialogue with childhood studies and geographies to investigate transitions within their spatio-temporal complexity (Bollig et al. 2015, Vuorisalo et al. 2015). Six parents and three teachers were interviewed before children (12-18-months-old) started attending day care centre, and four months later. The analysis method is qualitative content analysis. Ethical approval has been granted by the ethics committee of University of Jyväskylä. Transition is characterized by construction of parents' and teachers' joint understanding and justification for specific practices and children's needs. They bring knowledge, beliefs and experiences about particular child, the role of ECEC and children's transitions into dialogue. The child-care policies, local structures and affordances, and institutional orders interplay and assemble in the everyday making of children's transitions (Bollig et al. 2015). The study informs practice and policy about the process of transition and provides knowledge about different aspects of provision that relate to successful transition.

Keywords: transitions to ECEC, infant-toddler research, space and place, parents' and teachers' interviews, qualitative analysis

# SYMPOSIUM SET D

## THURSDAY 31<sup>st</sup> AUGUST

### 11:05 – 12:25

#### SYMPOSIUM SET D / 1

##### WORKING WITH MARGINALISED CHILDREN AND FAMILIES

###### Individual Papers

CHAIR: IOANNA PALAIOLOGOU, University College London and Institute of Education, United Kingdom

#### **Childhood representations in emergency services for asylum seekers and refugees: A qualitative participative research**

PAOLA ALESSIA LAMPUGNANI, DISFOR - University of Genoa, Italy

The research aimed at investigating the construction of social representations of Childhood in contexts involving asylum seeker/refugee families and unaccompanied children. The research has been conducted in the context of intercultural studies, which developed different explanation models of intercultural relationships. We specifically referred to studies on intercultural sensitivity (Bennett, 1998) and intercultural competence (Spitzberg, 2009, Berardo & Deardorff, 2012, Jackson, 2012, Odag, Wallin & Kedzior, 2015). Our conceptual framework refers to: right-based and care-based education (King, 2004, Premoli, 2012, Grange, 2014), intercultural education (Cambi, 2001, Benhabib, 2002, Santerini, 2003, Mantovani, 2004, Abdallah Pretceille, 2013, Pinto Minerva, 2015). In the frame of the interpretivist paradigm, a participatory action-research (Rapoport, 1970, Whyte, 1991, Baldacci, 2001, Kaneklin, Piccardo & Scaratti, 2010) has been conducted. In the first research step that we focus on in this paper, a semi-structured face to face interview has been used with a voluntary-based sample of asylum seeker/refugee parents and unaccompanied minors. In order to safeguard participants' cognisance, the interviews have been conducted in different languages and in presence of their fiducial educators. The first results show the need of professional skills and educational design models able to enhance the reconstruction of a membership system that allows children to live their childhood condition avoiding a functional approaching to life. The results will help Municipality decision-makers and services coordinators in designing training opportunities in order to: 1) encourage a reflective and theory-based approach; 2) promote circularity and dissemination of different design models; 3) improve services organisational set-up.

Keywords: asylum seekers and refugee children, emergency services quality, right-based education, educational design models, participatory action-research

#### **Social equality in education for refugee children in England and Greece**

NEKTARIA PALAIOLOGOU (1), IOANNA PALAIOLOGOU (2), (1) University of Eastern Macedonia, Greece; (2) University College London, United Kingdom

This paper employs a comparative approach to examine to what extent and how the education policies for refugee children in Greece and England address social equality and inclusion. Based on previous research (Palaialogou N & Palaialogou I 2016) we argue that the inclusion of refugee children has raised a number of challenges in relation to social equality. Using Gorski's intercultural principles to support diversity (Gorski 2010, Decolonising Intercultural Education), as critical layers we expand on these principles pointing out their importance in the pedagogical praxis in the early years. Critical discourse analysis of policy and curriculum in the two countries in relation to policies for refugee children. EECERA 2017 ethics will be followed with particular emphasis on the non-sexist, non-biased language. It is found that effective intercultural early years education should attempt to engage in inclusive policies, aiming to develop social equality practices for the refugee children within the school units and the involvement of the community. Intercultural education stems from the awareness of "others" and how we are related to others. Thus, school systems and relevant policies cannot ignore refugee students' education needs and experiences, especially now that there is a constant refugee flow. Intercultural Education principles are important in early childhood pedagogy both in its theory and practice. Thus an important issue is the education and in service training of early childhood teachers on refugee education issues. We suggest, therefore, that social equality cannot be achieved without creating opportunities for the empowerment of the children, families, and teachers.

Keywords: diversity, intercultural education, refugee children, inclusion, education policies

#### **Prisoners Children: The disenfranchised victims of incarceration in the UK**

JIM DOBSON, Manchester Metropolitan University, United Kingdom

To develop a detailed understanding of the extent and nature of how the imprisonment of a family member affects children. Explain why children's voices are often missing in this field and demonstrate how children can cope in a time of adversity, showing resilience, autonomy, and maturity. This population has received particular attention in the last fifteen years, largely through the efforts of academics and the voluntary sector (Liebling and Maruna, 2005, Codd, 2007, 2008, Murray, 2007). The

conceptual framework recognises multiple perspectives and was influenced by emergent theory and analytic realism (Miles and Huberman, 1994, Altheide and Johnson, 1994) This interpretivist research takes a social constructionist perspective, using unstructured interviews with children and parents to gain a critical insight into why family members', and in particular, children's voices are often absent in this field. The research took place over three years and involved over twenty five families, charting their experiences. Ethical considerations were central to the research. Issues of confidentiality, vulnerability and power were addressed by applying BERA's Ethical guidelines (2011) Prisoners' children are a largely hidden population. They suffer multiple victimisation, initially through the loss of a family member, and consequently through stigmatisation by association, marginalisation and through the prolonged suppression of their rights. There is a need, nationally and locally, to identify/quantify this population in order to effectively support children and families affected. In particular, training and awareness raising amongst professionals is key in order to protect the welfare of this vulnerable, and increasingly growing population.

Keywords: prisoners' children, stigmatisation, children's rights, fabricated stories, incarceration

## **SYMPOSIUM SET D / 2**

### **TECHNOLOGY AND LEARNING IN THE EARLY YEARS**

#### **Self-organised Symposium**

CHAIR: LORNA ARNOTT, University of Strathclyde, United Kingdom

Children's engagement with technologies have altered perceptions of childhoods. Based on chapters from Arnott, L. (2017) Technology and Learning in the early years, this symposium explores children's experiences with new technologies in formal and informal learning contexts. Its offers links to child-centred and play-based pedagogies to explore the place of new technologies in children's early lives and learning. It places children at the heart of these encounters and offers narratives of children as they play with these contemporary artefacts. Paper 1 focuses on the theoretical and societal issues around technologies, including how we define technologies, how technologies are shaping 21st century childhoods and what we mean by play with technologies. The remaining two papers offers empirical evidence of children's play experiences with new technologies. Paper 2 explores how children use technologies outdoors. Paper 3, gives a glimpse into the lives and technological play of children under 3 years old.

#### **The early years technological landscape**

LORNA ARNOTT (1), ELENI KARAGIANNIDOU (1) AND NICOLA YELLAND (2), (1) University of Strathclyde, United Kingdom; (2) Victoria University, Australia

This paper focuses on technology use in early childhood: how we define new technologies, how technologies are shaping childhoods, and what we mean by play with technologies. We describe the contemporary landscapes that have the potential to enrich children's early experiences. We build on ecological explorations of technology use in the early years (Arnott, 2016), broadening understandings of technologies (Bers and Horn, 2010, Livingstone et al., 2015) and a decade-long progression of work on play in the digital age (Yelland, 1999, 2011). We adopt a framework of cultural capital (Bourdieu 1993, 1998) which postulates that educational centres play a critical and increasingly pervasive role in perpetuating the advantage of specific knowledge and skills that are valued by society across generations. The empirical elements of the paper used participant observation to create narratives of everyday practice (Mikos cited in Struppert 2011). Appropriate ethical consents were obtain and data disseminated in line with the EECERA Ethical Code (2015). The paper present three findings. We suggest that definitions of 'new technologies' must move beyond screen-based media to authentically capture their place in children's lives (Arnott, 2017). We argue that the multifaceted nature of technologies is altering the ways in which children learn (Karagiannidou 2017). We conclude with empirical examples of this shift in the learning process to describe how the nature of children's play has become multimodal (Yelland and Gilbert 2017). The paper provides a theoretical foundation within which to position explorations of children's use of new technologies as part of digital childhoods.

Keywords: digital childhoods, play, new technologies, mulitmodality, cultural capital

#### **Children's technological experiences in the outdoors**

KELLY JOHNSTON (1) AND LORNA ARNOTT (2), (1) Macquarie University, Australia; (2) University of Strathclyde, United Kingdom

The aim of this research was to explore educator conceptualisations of technology and investigate how this transferred to play-based pedagogies and curriculums. This research builds on Vygotsky's (1978) and Rogoff's (1990) sociocultural notions of cultural tools, and the dynamic and changing nature of culture. Contemporary conceptualisations of technology in early learning are also considered, drawing on the works of Edwards (2014), Palaiologou (2016), Plowman, Stephen and McPake (2012). The ubiquity of technology positions it as an everyday resource and tool in children's lives. To best support children in their development as digital citizens and to authentically include their voices, pedagogical approaches must be socially and culturally relevant. This presentation draws on findings of a doctoral research project conducted in three prior-to-school settings in New South Wales, Australia. Central to the study were practitioner inquiry projects where educators investigated

integration of technology within their early learning curriculums. This project had ethical approval from Macquarie University and written consent from all participants. The findings demonstrated that children's experiences with technology in outdoor environments challenges the often-dichotomised thinking around technology as a structured, indoor experience, and outdoor spaces as a realm for 'free play'. Technology was observed as a resource to support children's agency and autonomy in outdoor play. Implications for practice include further discourse on conceptualisations of technology. Reimagining and redefining technology would acknowledge its capacity as a socially and culturally relevant to support children's investigations and learning, and to include their voices and perspective in curriculum decision making.

Keywords: technology, play-based pedagogy, outdoor play, early childhood, cultural tools

#### **Under 3s and technology: Parents' stories**

JANE O'CONNOR, Birmingham City University, United Kingdom

To present qualitative responses from a survey of parents of children under 3 in relation to their children's use of touchscreen technology and to contextualise these findings in wider frameworks of children's play, learning, development and socialisation. An overriding aim of the research was to give 0-3s a voice, albeit mediated by their parents, in the debate around touchscreen device usage by children. This paper builds on previous research published by O'Connor and Fotokopoulou (2016). The theoretical framework conceptualises childhood and parenthood as socially constructed and examines parents' stories of their 0-3s use of touchscreen devices in relation to their understandings of these constructed categories. The data was collected via an on-line survey which was circulated round personal and professional networks by the researchers. The research project was approved by the ethics committee at Birmingham City University. All respondents were anonymous. The research found that parents have many concerns around their 0-3s using touchscreens particularly in light of the paucity of guidance from trusted sources around what is 'safe'. Parents also acknowledged many advantages of the devices too and the paper discusses these contested areas around play, learning, development and socialisation. It is important that 0-3s are included in any policies around the role of touchscreens in play and learning either at home or in settings. Practitioners need to be aware of the varying perspectives parents may hold in relation to their 0-3s use of touchscreens according to their dominant ideologies of early childhood.

Keywords: touchscreens, infants, parents' perspectives, child development, social construction of childhood

### **SYMPOSIUM SET D / 3**

#### **APPROACHES TO DEVELOPING LITERACY**

##### **Individual Papers**

CHAIR: LORI SEVERINO, Drexel University, United States

#### **Literacy practices as school preparatory activities in Norwegian kindergartens**

AASFRID TYSVAER AND OTTESEN SIRI HOVDA, NLA University College, Norway

The study aims to reveal how practitioners in Norwegian kindergartens and 1st grade teachers use literature in planned, focused and situated reading sessions and to reveal to what extent the practices are seen as parts of a continuum. Studies show that reading has positive impact on early literacy (Aukrust 2005, Aukrust 2007, Samuelsson et. al. 2007, Sandberg 2012, Simonsson 2006, 2007, Skoog 2012, Solstad 2011), but pedagogical advantage is seldom taken in the reading (Thorell 2006, Petersen 2007, Skoog, 2012, Svensson 2011). The importance of informing transitions in the early years is emphasised (Brostrøm, 2009, Fabian, 2007, Hognes & Moser, 2014, Sandberg 2012). The study attempts to view the empirical material from an early literacy perspective (Aukrust 2005, Gjems, 2016, Hagtvat et al. 2011, Melby-Lervåg et al. 2012, Smidt, 2013) as well as the perspective of educational purpose (Biesta, 2008, 2011). The knowledge received from this study retrieves within the social constructivist paradigm. We have gathered qualitative data from two focus groups and have undertaken a content analysis (Cohen, Manison & Morrison (2011). The study is approved by the Norwegian Social Science Data Service. Participants' rights are respected. The study verifies full anonymity during data collection and publication. The knowledge derived will be presented through the following categories: 1) literacy practices in kindergartens and schools, 2) transmission of information about literacy practices between kindergartens and schools. The findings give rise to implications for practice and policy regarding use of literature as a catalyst for early literacy and educational improvement.

Keywords: focused situated reading sessions, early literacy, educational purpose, transition to school, pedagogical advantages of reading

#### **The effectiveness of a community Sunday literacy programme in an urban setting**

LORI SEVERINO AND ALIA AMMAR, Drexel University, United States

Preparing teachers to be leaders in schools and community is essential. The aim of this research study was to determine if leadership skills of pre-service early childhood teachers could be enhanced through working as a peer tutor in a Sunday Literacy programme for 6 to 8 year olds in an urban setting. Bagheridoust & Jajarmi (2009) examined peer coaching and its

effect on professional development through self-efficacy surveys. In addition, the Center for Strengthening the Teacher Profession (CSTP) (2009) sees leadership as a way to effect student outcomes. The conceptual framework used was the Teacher Leadership Skills Framework developed by the CSTP (2009). This study considered three areas of teacher leadership: knowledge and skills, roles and opportunities, and dispositions. A mixed-methods research design was used in this study. Pre/post leadership self-assessments and pre/post self-efficacy assessments were used for quantitative measures. Focus groups, artefact collection, and observations were used for qualitative measures. Correlations and factor analysis results will be discussed. An IRB proposal has been approved for this work. There was an ethical concern in undergraduate students working with kindergarten through third grade students. All students were required to have child abuse clearances and FBI fingerprinting. Early data suggest the leadership skills of the pre-service teachers involved in the study increased in all three areas. If pre-service teachers can improve leadership qualities through peer coaching, and strong leadership qualities lead to better student outcomes, providing pre-service teachers with a way to develop leadership skills should be a priority.

Keywords: early literacy, peer leadership, self-efficacy, community service, teacher preparation

#### **Home literacy practices at age three and children's language and literacy skills**

ELENI ZGOUROU, MARY BRATSCH-HINES, LYNNE VERNON-FEAGANS AND FAMILY LIFE PROJECT KEY INVESTIGATORS, University of North Carolina at Chapel Hill, United States

The aim of this study is to investigate home literacy practices at age three and children's preschool language and literacy skills within low-income rural areas. Previous research has suggested that home literacy practices (e.g., parent-child book reading) play a role in helping children develop vital language and literacy skills (Senechal & LeFevre, 2002). Yet, most studies investigating home literacy practices have focused on families residing in urban and suburban areas rather than in rural communities, which tend to face long-lasting poverty and limited access to resources that best support families. This study is guided by the bioecological theory of development, which purports that the proximal processes, or the interactive relationships between children and their environment, influence human development (Bronfenbrenner & Morris, 2006). Employing multiple regression analyses the study investigates the associations between home literacy practices at age three and children's language and literacy skills measured during preschool within this understudied population. Data for this study were drawn from the Family Life Project (FLP, Vernon-Feagans et al., 2013), a longitudinal epidemiological study, which created a representative sample of 1,292 families living in low-wealth rural communities. The study was conducted with high ethical standards adhering to the EECERA Ethical Code for early childhood Researchers. Findings from this study indicated that parent-child practices and children's own literacy activities at age three were positively associated with children's language and literacy skills in preschool. Implications for classroom practices, home and school interventions, and policy recommendations will be discussed.

Keywords: home literacy practices, preschool, language skills, literacy skills, home literacy environment

#### **SYMPOSIUM SET D / 4**

##### **PROMOTING EARLY LANGUAGE SKILLS FOR CHILDREN WITH DIFFERENT BACKGROUNDS**

Self-organised Symposium

CHAIR: RENATE ZIMMER, University of Osnbrück, Germany

Early language skills are the basis for integration. Three scientists from different German universities share their research findings regarding the importance of early language skills in early childhood settings. The first presentation discusses possible influences of a standardised observation method on the educator's knowledge, attitudes and skills regarding language promotion. The second paper focuses on the effects of a training in language-promotion-competence for educators in diverse ECEC institutions. The final presentation examines the integration of refugee children and the importance of constantly developing and promoting their language skills in their first years.

#### **Extending the competency to support language development among early childhood educators - Possible effects of using the standardised observation questionnaire BaSiK**

CAROLIN ECKRODT, Niedersächsisches Institut für frühkindliche Bildung und Entwicklung, Germany

The current study examines how childhood educators assess their knowledge, attitudes and skills regarding observation and language promotion before and after using the standardised observation method "BaSiK" (Zimmer, 2014). It is hypothesised that the implementation of a method that focuses on the child's language development will increase the language-promotion-competence. Previous studies revealed effects of observation to enhance professionalisation in early childcare and education (Weltzien & Viernickel, 2012). Among other things, it was shown that the introduction of an observation method generated more knowledge and thereby led to a more sophisticated approach to a daily integrated language promotion. The model of Fröhlich-Gildhoff et al. (2011) assumes that the competence to support language development is mainly influenced by three factors: knowledge, attitude and skills. According to Weltzien & Viernickel (2012) it is expected that BaSiK has an influence on these three factors and thus will increase the language-promotion-competence. In order to collect the data, a new questionnaire has been developed in accordance with BaSiK (Zimmer, 2014) and the competence model of Fröhlich-Gildhoff

et al. (2011). Coding the data assured confidentiality. The results so far show that the questionnaire can reliably capture the factors of knowledge, attitude and skills. Moreover, they are linked to the perception of current language-promotion-competencies. The findings indicate that knowledge, attitude and skills are associated with the competence to support language development. If further results show that BaSiK proves to increase these factors and thereby contribute to language-promotion-competences, new needs to the use of such a method will result.

Keywords: language-promotion-competence, observation, competence-model, BaSiK, professionalisation

#### **Competence-oriented training of early childhood educators as part of a language promotion through movement**

NADINE MADEIRA FIRMINO, nifbe / University of Applied Sciences FlieBner DÜsseldorf, Germany

This paper focuses on the results of guided expert interviews conducted with 21 educators after a nine-month intervention called "everyday language promotion through movement". Its aim was to evaluate the effects of the educator's language-promotion-competence training. Previous studies with children between 2 and 6 years with German as a first or second language showed that the children's language development does in fact benefit from this approach (Zimmer, 2010, Madeira et al., 2014). One of the main training objectives was to sensitise the educators for the process of language acquisition and to foster relevant everyday communicative situations through movement. The interviews were analysed according to the competence model of Fröhlich-Gildhoff et al. (2014) and the competence categories of the German Qualifications Framework for Lifelong Learning (AK DQR, 2011). Coding the data assured confidentiality. The interview results reveal that participating in the training had a lasting positive effect on the extension and consolidation of the expertise. Based on the training, the educators have become accustomed to reflecting their own language training practices (language role model for the children). Against this background, on the one hand, the educator's interaction behaviour and the practice of language action have been developed. On the other hand, the training has strengthened their own actions and knowledge and made them feel much stronger and confident for their daily practice. These related findings have important implications on early language intervention for educational professionals.

Keywords: early language skills, language-promotion, competence, educational professionals, curriculum

#### **Integration of refugee children and their families in ECE centres in Germany**

TIMM ALBERS, Universität Paderborn, Germany

In the centre of this project is the qualitative reconstruction of subjective theories of the educational personnel in childcare institutions in terms of the requirements of integrating refugee children and their families. This is to that extent important, since subjective theories are guiding the educational practice. The German state of Northrhine-Westphalia supports low-threshold educational offers, called "Bridge projects", in which refugee children and their families are introduced to an Institutionalised form of child day care (Albers & Hoeft, 2016). The educational personnel in child day care facilities are confronted with the task to prepare the process of integration and to support the refugee children and their families (Albers & Ritter, 2016). But what lays beyond the concept of integration and how does the educational personnel of a childcare facility define a successful integration into the system of ECE? It is expected that based on up to 30 guided and structured interviews with the educational personnel of childcare facilities and a qualitative content analysis, one can identify a response pattern that points out different subjective theories regarding the topic of this project. Children and their families were fully informed about the aims of the study. They were given consent forms and could withdraw from the study at any time. The expectation is that there are subjective theories which are rather characterised by an assimilated attitude regarding integration than an inclusive practice. Subjective theories should be reflected upon when we work with refugee children.

Keywords: refugee children, subjective theories, educational practise, ECE centres, migration

### **SYMPOSIUM SET D / 5**

#### **MEASURING QUALITY AND CAPTURING PARENTS' VIEWS IN HOME BASED AND CENTRE BASED ECEC-SETTINGS (0-3 YEARS) IN FLANDERS (BELGIUM): RESULTS OF THE MEMOQ-RESEARCH**

Self-organised Symposium

CHAIR: BART DECLERCQ, Leuven University, Belgium

OECD recommend a comprehensive view on quality monitoring, integrating a scientific approach with self-evaluation and external monitoring (OECD, 2015). In this vein, the governmental agency Kind & Gezin commissioned MeMoQ (MEasuring and MONitoring Quality in ECEC). This project consists of: 1. Developing a pedagogical framework for ECEC (0-3 years), 2. Measuring quality in both home based and centre based childcare, 3. Developing a monitoring instrument for inspection, 4. Developing an instrument for self-evaluation. This Self-organised Symposium focuses on the second workpack: Measuring quality in ECEC settings, including a representative sample of home based and centre based care. This provides an indication of overall quality in ECEC. This Symposium answers three questions: 1. How is quality measured? 2. What are the main results? What are the differences between home-based and centre based ECEC? 3. What's the relation between measured quality and parents' views?

### **Compiling a comprehensive scientific tool to measure quality in home and centre based ECEC-settings (0-3 years)**

BART DECLERCQ (1), CHARLOTTE VAN CLEYNENBREUGEL (1), LAEVERS FERRE (1), MICHEL VANDENBROECK (2), MIEKE DAEMS (1), HESTER HULPIA (2) AND JEROEN JANSSEN (2), (1) Leuven University, Belgium; (2) Ghent University, Belgium

This research is part of the MeMoQ-project. Aim is develop a valid and reliable tool to measure structural and process quality. This should provide an indication of overall quality in ECEC (0-3 years). It builds further on European literature reviews (Unicef, 2008, OESO, 2012, 2013, European Commission, 2012), the developed pedagogical framework (MeMoQ, 2014), a pilot in 120 units (EECERA 2015), SICS (EECERA 2007, 2012). OECD recommend a comprehensive view on quality monitoring (OECD, 2015). In order to measure quality, a scientific tool is compiled in line with the pedagogical framework and international standards and with explicit attention for parental perspectives. A pilot study (120 units) is set up to test and optimise the instruments of the tool. Process-quality is captured with CLASS Infant and Toddler (La Paro, 2012) measuring emotional and educational support, SICS (Laevers, 2005) measuring wellbeing and involvement and a self-developed environment rating scale. Furthermore data is collected with a survey on parents' views and a questionnaire on structural characteristics. All participants were intensely informed. The tool and results are intensely discussed with EY-experts and stakeholders. Participation is done by mutual consent. Data is anonymously processed. Compiling a valid and reliable tool for measuring quality in both home and centre based ECEC is possible. It enables to analyse relations between structural and process quality and offers nuanced data on quality in home and centre based ECEC. Based on the scientific tool, a monitoring instrument (for Inspection Agency) and self-evaluation instrument (for ECEC-settings) is developed.

Keywords: assessment and evaluation, ECEC settings, national baseline study, process and structural quality, home based and centre based care.

### **Quality in home and centre based ECEC-settings (0-3 years) in Flanders (Belgium): Results of a baseline study**

MIEKE DAEMS (1), CHARLOTTE VAN CLEYNENBREUGEL (1), FERRE LAEVERS (1), MICHEL VANDENBROECK (2), BART DECLERCQ (1), JEROEN JANSSEN (2), HESTER HULPIA (2), (1) University of Leuven, Belgium; (2) Ghent University, Belgium

The aim of this baseline study, part of the MeMoQ-project, was to measure quality in a representative sample of both home and centre based care (0-3 years) in Flanders. This research builds further on European literature reviews (Unicef, 2008, OESO, 2012, 2013, European Commission, 2012), the developed pedagogical framework (MeMoQ, 2014), a pilot in 120 units (EECERA 2015), SICS (EECERA 2007, 2012) and similar research in The Netherlands (Slot, 2014). Six independent dimensions are considered elements of process-quality: 'wellbeing', 'involvement' (SICS, Laevers et al., 2005), 'emotional' and 'educational support' (CLASS, La Paro, 2012), 'learning environment' and 'cooperation with parents and respect for diversity in society' (own compiled instruments). Surveys on structural characteristics and parents views completed data collection. Observations in 400 units (200 home based, 200 centre based settings) are executed by 7 trained observers. 44 units are visited by two observers to check interscorer-reliability. Relations between structural characteristics and dimensions of process quality were examined. All participants were intensely informed and participated by mutual consent. Tools are discussed with EY-experts and stakeholders. Results are processed anonymously. Despite differences in structural quality, home and centre-based settings offer similar process quality. Results suggest moderate to high levels of wellbeing and emotional support, whereas involvement, educational support and environment show lower levels. Aspects of structural quality influence results in each of these dimensions. Recommendations for policy are formulated and can be used in training and support of ECEC settings. A repetition of this overall measurement will make results of this support visible.

Keywords: assessment and evaluation, ECEC, national baseline study, process and structural quality, home and centre based care

### **Everybody happy? A comparative study on parental and scientific evaluations of process quality in Flemish childcare**

JEROEN JANSSEN, Ghent University, Belgium

This study aims to explore the relationship between parental and scientific assessments of process quality in Flemish childcare. The study builds on popular understandings of process quality as captured within measurement tools like SICS (Laevers, 2005) and CLASS Toddler and Infant (La Paro, 2012). High quality childcare is strongly associated with positive child outcomes and therefore a point of interest for policymakers. Parents likewise expect high quality care and education for their child, despite approaching it with a less sophisticated framework. It's however unclear how quality ratings from both perspectives are interrelated. 400 childcare settings in Flanders were selected for the study. Within these settings quality assessments were conducted by trained and accredited observers. Moreover, 3172 parents expressed their expectations, experiences and satisfaction with the work of the childcare setting through a survey. Both evaluations were compared. As an ethical concern about equal participation rights, we translated the survey into four languages and provided both online and paper options to facilitate participation of diverse parents. Anonymity was strictly guaranteed and consent was explicitly obtained. According to parents the quality of their childcare service is very high. There was however no relation between parental satisfaction and the actual process quality of childcare services. Parents' quality ratings were most related to experiences in their search for childcare and the communication with the childcare service. Although parental satisfaction is important in itself, it's not an indication of process quality. Parental satisfaction rates therefore cannot be used as a justification of (good) practice.

Keywords: childcare, process quality, assessments, parental perspective, scientific perspective

## SYMPOSIUM SET D / 6

### VOICES AND PLACES OF PEDAGOGICAL DOCUMENTATION: BEYOND OBSERVATION

Self-organised Symposium

CHAIR: LASSE LIPPONEN, University of Helsinki, Finland

In an effort to avoid a sense of 'truth' or normalisation, this session will invite multiple perspectives about the philosophy and practices associated with work known as pedagogical documentation. More than (but potentially including) an approach or a record-keeping protocol, this pedagogical way of being is slippery to encapsulate: this is process-oriented work which can become superficial and tedious rather than empowering, creatively engaging and intellectually productive. Firstly, the symposium will overview conceptualisations of pedagogical documentation, particularly as a vehicle for learning and teaching. Secondly, it will report relevant research and provide examples of the interpretations being provided. Presentations from the UK, Australia and Canada will offer provocations, followed by a panel inviting discussion related to the issues, constraints and opportunities raised. Many ideas being shared reflect the new (SAGE) publication by Fleet, Patterson, Robertson- Pedagogical documentation in early years practice, although alternative possibilities are also explored. Context is central

#### **A UK based conceptualisation of pedagogical documentation**

MICHAEL REED AND ROSIE WALKER, University of Worcester, United Kingdom

The presentation provides a UK based conceptualisation of pedagogical documentation related to professional practice. The presentation is underpinned by authored work in Fleet, A., Patterson, C., and Robertson, J. (2017) eds Pedagogical documentation in early years practice: Seeing through multiple perspectives. London, Sage. Also by Reed, M (2016), Elements of methodological exploration: Journal of ECE Research vol. 5 issue 1 and Walker, R, (EECERA, 2016) 'Practitioner voice and pedagogical documentation'. The presentation is situated within a pedagogical perspective of quality practice as well as acknowledging relative and objective elements (Sheridan 2003). It positions educators and children as co-constructors within the evaluation and planning process. Literature analysis is used to explore how pedagogical documentation sits within structural and process features of practice in the UK. A survey of ECEC educators in one region of England was used to explore the driving and resisting forces involved in implementing the approach. University Ethical Committee approval was granted for all stages of the inquiry. The inquiry revealed how pedagogical documentation in the UK is not universally acknowledged or applied. Its application in practice helps educators to understand relative, objective and pedagogical perspectives of quality. UK curriculum frameworks are centred on the child and what is best for a child's learning and development. Therefore, pedagogical documentation can play an important part in determining what influences learning in the child's world. This can promote collaborative professional analysis and shape quality practice.

Keywords: pedagogical documentation, professional practice, professional development, pedagogical perspective, quality practice

#### **Between commercial pressures, families, and the regulatory eye: Australian perspectives**

ALMA FLEET AND JANET ROBERTSON, Macquarie University, Australia

Illuminating potentials of pedagogical documentation requires contextualisation and a critically-reflective stance. Analysis of Australian approaches to this work enables greater understanding of component processes/practices, aiming to make visible both their complexity and power. EECERA presentations (eg. Fleet, 2015) and co-authored books by Fleet, Patterson & Robertson (2006, 2012, 2017) provide strong foundations for this paper. The Australian early years Learning Framework presents the child as 'thinker' and positions teachers and children thinking together to create curriculum. Informed by work in Reggio Emilia (Rinaldi, 2006) and framed by 'socially- constructed knowledge', this presentation is situated in participatory and transformational pedagogies (Pascal & Bertram, 2012). A meta-analysis of traces of lived-experience over time, this paper reflects immersion in the field of study over two decades. The authors contribute from their separate/interconnected learning communities (children/families, teachers/employers, undergraduate/postgraduate students), constructing grounded theory from thematic analysis of pedagogical documentation. Issues related to documentation as surveillance are addressed. Permission has been gained for any sharing of examples. Data illustrates philosophical connections within diverse interpretations of pedagogical documentation. Commercial software packages tempt educators wanting to communicate effectively with families and meet accreditation requirements, valuing children's perspectives as theory-makers remains a sought-after goal. Questions are posed about determinations of 'quality' in relation to early childhood documentation and expectations of multiple audiences. Swinging between superficiality, surveillance and respectful partnerships, documentation can be problematic. Time, empathy and professional development are needed to enable pedagogical documentation to contribute intellectually rich and pedagogically effective thinking for children, families, educators and regulatory assessment.

Keywords: pedagogical documentation, collaborative thinking, intellectually-rich pedagogies, participatory assessment, authentic record-keeping



### **Journeys: Reconceptualising early childhood practices through pedagogical narrations**

LAURIE KOCHER (1), VERONICA PACINI-KETCHABAW (2), SYLVIA KIND (1), (1) Capilano University, Canada; (2) University of Western Ontario, Canada

We present findings from Canadian collaborative inquiries with early childhood educators that explore the potential for post-foundational theories to revitalise discussions in ECE, through pedagogical narration/documentation, studio practices, and artistic ways of knowing. Pedagogical documentation co-authored book (2014), Materiality/art processes co-authored book, articles and book chapters, authors of curriculum framework based on pedagogical documentation. EECERA presentations (e.g., Kocher & Pacini-Ketchbaw, 2008). All provide strong foundation for this paper. Through pedagogical documentation, we discuss the process of bringing a critical perspective to child development, what is meant by critical reflection, and the concept of political intentionality as the basis for critical reflection. Action research and videography are used as tools to politicise ECE practices: critically reflective communities are established to share pedagogical documentation and engage in discussion aimed at challenging assumptions and reconceptualising practice. We explore some of the ethical challenges that confront educators in their daily work, particularly in the spaces of uncertainty, discomfort, and complexity in which they often find themselves in early childhood pedagogy. Permissions have been granted for sharing. We explore, through examples of educators' pedagogical documentation, readings of post-structural literature have led to new spaces of critical inquiry, thereby complexifying practices. Additionally, we observe that through pedagogical documentation we get closer to children's lived meanings. We consider pedagogical documentation as a means to disrupt dominant discourses, as a discourse of meaning making, as a political tool, as a vehicle for public dialogue, and as a materialising apparatus.

Keywords: pedagogical, documentation, narration, videography, reconceptualise

### **SYMPOSIUM SET D / 7**

#### **PEDAGOGICAL SPACES**

##### **Individual Papers**

CHAIR: JENNIFER CLEMENT, Canterbury Christ Church University, United Kingdom

#### **Preschool teachers' use of theory in pedagogic work**

(1) ANNA HENNINGSSON YOUSIF, (2) ANNIKA ÅKERBLOM, (1) Malmö University, Sweden; (2) Gothenburg University, Sweden

The aim of the pilot study is to explore and discuss how preschool teachers interpret and use post constructionist educational theory for preschool practice and development. Swedish preschool and the preschool teachers' role are currently undergoing rapid re-construction (Sheridan et al. 2011) which has impacts on the meanings that preschool teachers ascribe to their role and pedagogical task. To base practical work on theory is seen as a key competence by preschool teachers (Kuisma & Sandberg, 2008). With the aim to theoretically support preschool practice, a support material based on post constructionist theoretical foundations, was spread to all Swedish preschools. But Dahlbeck (2013) pointed at epistemological problems trying to combine the view of knowledge formation brought forward, with the traditional value system of the Swedish preschool. The project is based on an intentional-expressive approach on language use (Anderberg, 2009, Åkerblom, 2011). The notion of pedagogical capital (Henningsson-Yousif & Aasen, 2015) is used for the discussion. Deep interviews were carried out with four experienced preschool teachers. During the interviews they were asked to reflect over their words and sketches of their conceptualisation. The research has followed guidelines for research ethics adopted in the humanities and social sciences in Sweden (codex.vr.se). The notion of theory and of public development strategies, and how preschool teachers deal with the challenge of implementing theoretical foundations in their daily work will be discussed. The study can shed light on how preschool teachers construct their teacher role and legitimate their everyday work, and what role theory plays.

Keywords: preschool teachers, conceptions, theory, post constructionism, qualitative interviews

#### **Spatially Democratic Pedagogy: re-thinking and re-claiming classroom space through the Froebelian tradition of space as a participatory and communal construction.**

JENNIFER CLEMENT, Canterbury Christ Church University, United Kingdom

This paper is set within a wider PhD project exploring what happens when children design and co-create their classroom space. It is a response to the 'universalism' of classroom space within the Foundation Phase, the curriculum framework for all children aged 3 to 7 years in Wales (WG, 2015), and the seemingly paradoxical positioning of the child as participant within these pre-defined spaces. Froebel's communal gardens are used as the pedagogical blueprint and are reflected through recent sociomaterial (Fenwick, 2011) and democratic (Moss, 2014) understandings of space and learning. This project theoretically positions this 'new' construction of Froebel's spaces as a Spatially Democratic Pedagogy (SDP). Set within a Design Based Research (DBR) frame (Reimann, 2011), a seven stage design process was developed as a pedagogical intervention to support children and teachers. The project is pragmatic and aims to "solve real-world problems through the design, enactment and analysis of an intervention" (DBR Collective, 2003). Ethically children's possible responses to their individual designs not being chosen was an initial consideration. The project's democratic underpinning and all children's involvement in the final group design were used to mitigate these. Supporting children's design and co-creation of their

classroom space as a Spatially Democratic Pedagogy positions the construction of classroom space as an everyday participatory practice. Theoretically positioning the construction of classroom space as a Spatially Democratic Pedagogy allows us to imagine early childhood classrooms that are supported by a repertoire of spaces.

Keywords: Froebel, space, participation, democracy, spatially democratic pedagogy

#### **A citywide classroom? - Children's learning and mobility in mobile preschools**

KATARINA GUSTAFSON AND DANIELLE VAN DER BURGT, Uppsala University, Sweden

There is today a new phenomenon in the Swedish ECE, the mobile preschool, a practice in a bus that on daily basis travels to different locations. It was introduced in order to solve acute lack of space in existing preschools but also affording new learning environments. Our aim is to analyse how mobile preschools use the city as an educational space. Earlier research shows that many cities are becoming less accessible for children (Karsten 2005) as well as increasingly divided, due to densification and segregation (Bunar 2015). For young children, this decreases the use of the city as an educational space (De Visscher & Sacré 2016). In an ongoing research project, based on theories of time-spatial organisation, mobility and learning, we connect learning and children's mobility to a social justice perspective. In line with others in childhood studies (Corsaro 2015) we conduct ethnographic fieldwork, video-recordings, field-notes, (informal) interviews with children and pedagogues. A key to ensuring that research practice is ethical is to ensure it is collaborative and involve pedagogues and children as research participants, rather than mere objects of experiments (James & Christensen 2008) and emphasise the informed consent at all stages of the research. In this presentation we discuss what kinds of spaces in the city the mobile preschools visit, how children and teachers navigate and participate in these spaces, in order to critical investigate possibilities and constraints for children's learning within the city. Thereby, contributing with knowledge of the city as an educational space to ECE.

Keywords: the city as an educational space, learning, mobility, social justice, mobile preschool

### **SYMPOSIUM SET D / 8**

#### **OUTDOOR PLAY AND LEARNING SIG: OPPORTUNITIES AND BARRIERS**

Self-organised Symposium

CHAIR: MEHMET MART, Plymouth University, United Kingdom

This symposium is organised as a part of Outdoor Play and Learning SIG.

#### **A cross cultural assessment of outdoor activities in two countries: The case of interaction**

MEHMET MART, Plymouth University, United Kingdom

The aim of this research is to deduce the approaches of teachers to interaction in outdoor activities. This research is based on the Dewey's constructivist approach of interaction to improve or refine the purposes (Dewey, 1929), and can be also related to Waite et al.'s (2013) research about social interactions in outdoor areas. Interaction is not only treated as a natural part of mankind but it is also the way to gain the analytical and coherent ethos (Dewey, 1929, Biesta, 2010). Interaction occurs in the ways of questioning, observing and supporting children. These ways help teachers to define the aspects to learn children's interests, exploration of children's thought, attracting children's attentions, comfortableness, flexibility etc. as well as engaging with environment and various opportunities (Fenwick, 2001) because "... practitioners co-construct knowledge with a group of children" (Waller, 2007, p.405). Also, "...we, as adults, can also learn from the interaction between children..." (Waite et al., 2013, p.272). Observations and interviews, as an ethnographic research, were used to collect data in southern Turkey and south-west of England. Ethical guidelines of Plymouth University (2013) and EECERA (2014) were considered during the design of research, and consents were collected from the participants, and there was no faced ethical issues during the research. The participating English teachers applied as they stated that they had small group interactions with question and answers to identify children's learning. But, the Turkish participants applied completely different activities, which was more about adult-directed communications, question and answers comparing to their perceptions. The requirement of policy development and active learning opportunities for teachers have been identified.

Keywords: interaction, outdoor activities, comparative research, ethnography, teachers

#### **Opportunities and barriers on supporting children's risk-taking play: Exploring the needs of childcare workers**

MARTIN VAN ROOIJEN, University of Humanistic Studies, The Netherlands

An online survey is used to explore the needs for professional tools in facilitating children's risk-play in childcare settings. Childcare settings play an important role in facilitating children to become acquainted with risk-taking, which is important for healthy growing-up (Greenfield, 2003). Professionals get biased in their attitudes towards risk-play through cultural and regulatory factors, parental concerns, personal attitudes and related constructs of children (Van Rooijen and Newstead, 2016). As children engage in outdoor play, they instinctively look for excitement and challenging situations (Spinka et al.,

2001, Kalliala, 2006). Yet, the constraint on children's freedom to play by increasing levels of monitoring is a concern articulated in the United Nation's declaration of children's rights, endorsing a degree of risk is fundamental to play and a necessary element to let children benefit (UNCRC, 2013). An online questionnaire including four open-ended questions assessed practitioners' opinions towards risky-play. Open questions were analysed using the grounded theory approach (Glaser & Strauss, 1967, Boeije, 2010). Information was provided about data use, confidentiality and purpose of the research. By responding informed consent was assumed. Childcare workers highly value the positive features of risk-taking play. However, professionals encounter external barriers especially in regulations and parental overprotectiveness. Professionals can be supported with knowledge about and openness in discussion on risky-play as well as providing them with tools necessary to become more autonomous in making daily practice decisions. Understanding the needs of practitioners helps them to enhance children's age-appropriate risk-taking opportunities, and contribute to a more healthy and balanced development.

Keywords: risk play, professionalism, pedagogical approach, outdoor play, children's rights

### **Landscapes of play: Exploring young children's experiences of free play close to home**

MANDY ANDREWS, Plymouth University, United Kingdom

This interpretive research considers where young children go when engaged in free play close to home. It explores with children expressions of their play experiences and seeks to co-construct meaning in relation to how children perceive the spaces, events, landscapes and places in which they play. Children have the right to play (UNCRC 1989). Yet play spaces and free ranging opportunities are reducing as planned and purposeful activity for children and the dominance of 'conceived spaces' (Lefebvre, 1991) have an impact on children's freedom (Gleave 2012). Drawing on playwork theory, (MacLean, Russell and Ryall 2016, Hughes 2011) this paper considers the relevance of free play, natural drive, play as experience and the affective implications of place based play, together with post-modern sociocultural deconstructions of play (Deleuze and Guattari, 1991) considering rights, identity and power. A rights based approach is applied in this qualitative and interpretive study. The Deleuzian concept of 'Assemblages' is used to gather children's expressions of space and place. Sensitive engagement and involvement of children in analysis of their play experiences helps to ensure respectful research into children's secret lives. The research is approved through the university ethics committee and BERA guidelines applied. Early findings indicate young children do still 'play out' unsupervised. It is suggested that a Lefebvrian analysis of children's play spaces as conceived, perceived, lived or symbolic may be helpfully applied in a range of contexts. It is also hoped that this research will inform future consideration of children's rights and land based interest.

Keywords: outdoor play, children's rights, children as researchers, assemblages, space and place

## **SYMPOSIUM SET D / 9**

### **PLAY: DISCOURSES AND PERSPECTIVES**

#### **Individual Papers**

CHAIR: MICHELA SCHENETTI, University of Bologna, Italy

#### **The power of paradigms**

AOIFE COONEY, IT Sligo, Ireland

This study investigates the perspectives of early years Educators (EYE) on children's time and space to play in early years settings (EYS). Bae (2009) sees play as enabling children to participate as active agents. She notes that when realising rights for children in EYS play should be included. Kernan (2007) explains that all children from birth to six years have a "right to time and space to play and to benefit from their play experiences". Bae (2009) however notes that an emphasis on rules and procedures in EYS may work to "limit children's free choice and autonomy and stifle children's capacity to act as interactional beings". A children's rights (UNCRC) perspective was utilised throughout this research as was a consideration of children's agency and the new sociology of childhood alongside a Goffmanesque lens of the performance of professional roles. This interpretive, qualitative research was conducted in three sites and consisted of semi-structured interviews as well as discourse and content analysis. The UCD School of Education ethical guidelines were adhered to. Findings indicate that children's time, space and choice are being limited by the dominant discourses of development and schoolification which are present in the settings. This appears to contrast practitioner's views that children are experiencing adequate time and space to play. These findings may encourage educators to proactively interrogate the discourses which are present in their settings in order to offer children more time and space to engage in play in line with the UNCRC.

Keywords: children's rights, dominant discourses, play, time and space, agency

### **Play inside and outside the classroom: Multiple perspectives on children's play practices in early educational transition processes**

PABLO RUPIN (1), DANIELA JADUE-ROA (2), CARLA MUÑOZ (3), BENJAMÍN GARECA (1) MARLENE RIVAS (1), CRISTIÁN ITURRIAGA (4), (1) CIAE and Universidad de Chile, Chile; (2) Universidad de O'Higgins, Chile; (3) Pontificia Universidad Católica de Valparaíso, Chile; (4) Pontificia Universidad Católica de Chile, Chile

The present study explores children's perspectives about their play and learning experiences between prekindergarten and second grade in Chile, comparing their views to those of parents and teachers. Currently scientific research aims to understand the learning mechanisms that are enhanced through play. However, most approaches often ignore the actors' own perspectives on their learning processes. Listening to children's perspectives about play (King, 1979, 1982, Fein & Wiltz, 1998, Bergen, 2014, Theobald et al., 2015) can help to better inform policy and practice in the ECE field. Our study follows two main theoretical strands: the acknowledgement of the agentic child who jointly constructs knowledge with others, and the understanding of play as an activity that is socioculturally situated. The research design is qualitative and exploratory inspired on the Mosaic approach (Clark & Moss, 2011). The sample is purposive with 4 schools of different SES distributed in two regions in Chile. Methodologies involve fieldwork observations, video-recording, photo-elicitation with children and semi-structured interviews with all actors. Informed consent was sought from all adults and informed assent from all children participating. Protection, anonymity and right to withdrawal were assured at all times. Preliminary findings of the study aim to bring into the discussion children's perspectives about their play and learning opportunities to help reflecting about transition practices within the age groups observed, and the role of play in their respective pedagogical practices. Furthermore, the project aims to provide with orientations to include children's perspectives in policy-making which is currently under reform in Chile.

Keywords: play, learning, children's perspectives, visual methodologies, early transitions

### **Current state of play of three-year-old children in Finnish formal education and familial context (the STEPS Study)**

PETRA VARTTINEN, University of Turku, Finland

This study examines children's play in familial and ECE contexts by comparing quality of play (e.g. alone, with peers) and different forms of play (e.g. role play, building) with three year old children. Children's development is influenced by the forms of their play (Gaskins 2014) and adult guidance is essential for the quality of play to evolve (Lillard 2015). Play is important for the children's development (Hakkaraianen & Bredikyte 2013) and it is seen as a social process (Burghardt 2006, Eberle 2014). This study is part of longitudinal, multidisciplinary STEPS study carried out Southwest Finland since 2008. In the intensive follow-up this study have 1827 children with their families. The data was gathered with a questionnaire from parents of three year olds (n=947). The quantitative data is analysed with SPSS. The questionnaire is based on 20 items that are dealing with the quality of play and the forms of play. Parents gave written informed consent. They were informed of their right to withdraw from the study at any point. The identity of the participants cannot be recognised. The study's findings indicate that children tend to play a lot alone at home and children play a lot in outdoor in both environments. Analysing contextual factors behind this phenomenon is in process. The aim now is to examine how adult's role and conceptions of play influence on the form and quality of children's play and how to develop context to support children's ability to play.

Keywords: play, ECE context, familial context, quality of play, steps study

## **SYMPOSIUM SET D / 10**

### **BUILDING SOLIDARITY: PROFESSIONAL MENTORING PROGRAMMES**

Self-organised Symposium

CHAIR: JANE BONE, Monash University, Australia

This themed symposium explores the development of mentoring relationships between mentor teachers and pre-service teachers during professional placement/pre-service teacher planned teaching experience in the field. Each paper presents different dimensions of professional learning that can build solidarity between the field, the university and the beginning teacher. These papers will illustrate research that challenges the theory-practice divide and advocates for new forms of professional learning. Presentations will refer to local and international pre-service teaching experiences.

### **Professional experience partnerships to support early years pre-service teachers: A mixed method evaluation**

DEBORAH MOORE (1), JANE BONE (2) AND LINDA HENDERSON (2), (1) Deakin University, Australia; (2) Monash University, Australia

This paper reports on a study that aimed to examine the learning relationship between pre-service teachers and mentor teachers during an early years professional placement experience. Its objective was to strengthen the mentor-mentee learning relationship through a series of professional development sessions. These sessions were then evaluated and examined for their impact on the mentor-mentee learning relationship and how this added value to the pre-service teacher's overall placement experience. Previous research on mentoring demonstrates that 'mentoring' is still poorly understood in the early

years field. For example a number of Australian studies highlight the lack of consistency in how mentoring is enacted to promote pre-service teacher learning (e.g.: Nolan et al., 2012). Many of these studies point to the importance of better partnerships with universities to address this gap. A constructivist theoretical framework guided the model and recognised learning is co-constructed between mentor-mentee through professional conversations. The study was situated within a mixed-method paradigm. It used survey methodology. Anonymous online surveys were developed using Likert scale questions and extended answer qualitative questions. The researcher's university Human Research Ethics ethical procedures were followed. The researcher's positioning as the assessor of the pre-service teachers was a central consideration. The anonymous online survey and timing of its administration addressed this ethical consideration. Findings illustrated the importance of the mentoring relationship. Further research into mentoring and how best to develop mentoring skills is needed if the early years field is to supporting quality professional placement learning for pre-service teachers.

Keywords: professionalism, mentoring relationships, teacher learning, partnerships, pre-service teachers

### **Case studies on the impact of targeted professional development for pre-service teachers and mentor teachers to support early years professional placements**

DEBORAH MOORE (1) AND LINDA HENDERSON (2), (1) Deakin University, Australia; (2) Monash University, Australia

This study aimed to gather qualitative data on the professional learning of mentor teachers and pre-service teachers engaged in a joint professional development programme for a new early years professional placement partnership model designed to support the mentor-mentee relationship. Previous research demonstrates links between the mentor-mentee relationship and the quality of the professional placement experience for pre-service teachers. Research shows that quality learning experiences arise from a mentor-mentee relationship that engages in focused professional dialogue permitting the co-construction of new knowledge and understandings for both mentor teacher and pre-service teacher (Mena, Clarke & Barkatsas, 2016). Theories of workplace learning and mentoring informed the design of the model and the model's evaluation (Bullough, 2005). Central to this was the hypothesis that strong professional dialogue underpins the mentor-mentee relationship (Ambrosetti, 2014). An interpretivist paradigm was employed. Qualitative case study methodology informed its design (Yin, 2011). The survey used open-ended questions designed to elicit data about the mentor-mentee relationship and the learning it generated (Campanelli, 2008). The researcher's university Human Research Ethics ethical procedures were followed. This included ensuring both mentor teachers and pre-service teachers were not coerced into participation as participating members of the model. A series of 'cases' were identified and will be presented. The centrality of the mentor-mentee relationship and its relationship to learning was common across the cases. In conclusion the paper will outline the implications this has for early years teacher education and professional placement experiences.

Keywords: professional learning, partnerships, mentoring, pre-service teachers, early years teacher education

### **Building solidarity through peer learning (PAL) on paired placements in an Australian university**

KATE BONE AND JANE BONE, Monash University, Australia

This project aimed to support international students on their placement (professional teaching experience), a compulsory part of their early childhood teaching qualification. We aimed to find out if being put into pairs supported their professional experience using a PAL (peer assisted learning) framework. The project drew on literature about students on peer mentored placement (Ammentorp & Madden, 2014) and about paired placements in early childhood settings (Walsh & Elmslie, 2005). Evidence from previous research found that PAL strategies creates new spaces for learning (Bone & Edwards, 2015, Edwards & Bone, 2013). Theoretically we used conceptual ideas from Deleuze and Guattari (1987). This qualitative study involved a short pre-interview survey and interviews with international students after professional placement. The data were transcribed and thematically analysed (Savin-Baden & Major, 2013). Analyses were carried out independently by four project researchers who compared their analysis of emergent themes across the group to strengthen validation of the data. Recruitment and interviews were carried out by the first presenter who was not involved with teaching or assessing any of the students in the participant pool. Students found that having a peer with them enhanced their emotional and pedagogical experiences. The peer-relationship provided a unique form of support between students that empowered them to engage critically while in the field. We recommend that international students have the option to be in a professional setting with a peer rather than in isolation. We have identified ways to develop the PAL approach into a more formal professional placement design.

Keywords: peer assisted learning, pre-service teachers, international, placement, interview

## SYMPOSIUM SET D / 11

### PROFESSIONAL REFLECTION AND PROFESSIONAL DEVELOPMENT FOR PRACTITIONERS WORKING WITH BABIES AND UNDER THREES

Self-organised Symposium

CHAIR: PETER ELFER, University of Roehampton, United Kingdom

The paediatrician and psychoanalyst Donald Winnicott is often quoted for his curious comment that 'there is no such thing as a baby'! He makes clear that he is to emphasise how difficult it is to understand who the baby is and is becoming without also understanding the adults who are involved in the baby's intimate day to day care. In this symposium, we apply the same approach to pedagogy with babies and under threes and argue that it is difficult to understand the behaviours and interactions of these youngest children unless we are also attentive to the practitioners who work with them. We argue that models of professional development must take a holistic approach, responsive to the individual subjectivity of each practitioner, including the positive and negative emotions their work evokes for them, as well as the impact of their training and the policy context within which they work.

#### **Developing close thoughtful attention to children and families in early years pedagogy - The contribution of work discussion groups**

PETER ELFER (1), SUE ROBSON (1), SUE GREENFIELD (1), DILYS WILSON (2) AND ANTONIA ZACHARIOU (1), (1) University of Roehampton, United Kingdom; (2) Middlesex University, United Kingdom

Early years practice can be deeply satisfying but also stressful. This presentation reports research to evaluate Work Discussion as a trusting and non-critical forum to address problematic aspects of day to day work as a model of professional reflection. The contribution of Work Discussion to early childhood has not yet been formally evaluated but its underpinning theory has been set out by Rustin (2009) and its implementation in schools (Jackson 2008) and nurseries (Elfer 2012) discussed. The underpinning theory is psychoanalytic. The key issue is when practitioners feel stressed or anxious it is more difficult to be open to multiple perspectives. Psychoanalytic theory would see institutionally defensive practices that is an avoidance of critical reflection, arising where practitioners feel their subjective experience of the work is unacknowledged or undervalued. The research adopts a qualitative paradigm and uses ethnographic methods in a case study design. A primary ethical consideration is ensuring practitioners only discuss their work in a safe and supportive environment. The Work Discussion groups are led by two facilitators, one trained in group relations, to ensure sensitive attention is given to each participant's wellbeing. The study is at the fieldwork stage but earlier exploratory work shows its value in enabling practitioners to feel better supported and able to be more thoughtful in their individual pedagogy. Evidence of the effectiveness of Work Discussion in the eyes of practitioners will enable a strong case for its inclusion as part of what Urban et al (2012) have described as a competent system.

Keywords: professional reflection, nursery, children under three, work discussion, practitioners

#### **Professional preparation for working with toddlers: Examining the role and meaningfulness of pedagogical dimensions**

SARA BARROS ARAÚJO, Polytechnic Institute of Porto, Portugal

The preparation of early childhood teachers for working with children under-3s has been recognised as influential in what concerns the quality of these services and the experience of children and families. In spite of this, the preparation of these professionals has been characterised as insufficient and/or inadequate. This study focuses on the preservice preparation of early childhood teachers for working with toddlers. Specifically, it intends to examine the role and meaningfulness of core pedagogical dimensions in students' professional development during practicum. The study draws on previous work on the relevance of context-based approaches to professional development (Oliveira-Formosinho & Formosinho, 2008), at the level of preservice and in-service initiatives. It departs from the theoretical framework of Pedagogy-in-Participation on the role of pedagogical dimensions in the preparation of early childhood teachers (Oliveira-Formosinho & Araújo, 2013). 41 students from a master in ECE participated in this study. Data emerged from deductive and inductive analysis of students' descriptive and reflective reports on their experience during practicum. Ethical concerns included confidentiality assurance in all phases of the research process. Preliminary results point to five pedagogical dimensions more represented in students' discourses: (a) organisation of space and materials, (b) organisation of time, (c) Activities [proposed by the adult], (d) Observation and planning, (e) Adult-child interaction. This study allows to draw some considerations on students' perceptions associated with their experience of learning the specificities of working with toddlers, also, it constitutes an input for the understanding and adjustment of education/ training processes.

Keywords: preservice professional preparation, children under-threes, pedagogical dimensions, professional development, practicum

### **Reconceptualising infant teaching: The impact of a professional development programme**

ELENI LOIZOU (1) AND SUSAN RECCHIA (2), (1) University of Cyprus, Cyprus; (2) Teachers College-Columbia University, United States

This study highlights the process followed during a professional development programme (PDP) designed to support infant teachers in re-envisioning their roles. Reports, policy statements, and academic papers describe and analyse factors that predict and/or enable quality care. One of the most important of these is teacher education and the specialised professional learning required for infant pedagogy (Dalli, White, Rockel, & Duhn, 2011, Whitebook, 2003). Common characteristics of effective infant professionals as framed by the literature include: child development knowledge, emotional engagement, relationship capacity, collaboration, critical reflection, observation, play facilitation, and awareness of diversity (Author, 2016, Honig, 2010, Dalli et al. 2011). Data sources included videotaping, focus groups, conversational interviews, reflective journaling, and artefacts. A PDP was tailored to the needs of 6 infant teachers, and activities were developed according to the outcomes of each step of the study. The study is qualitative and data is presented in the form of direct quotes and descriptive vignettes. Teachers were invited to participate and were assured they could withdraw from the study with no influence on their employment status. Findings highlight; 1. How existing beliefs and knowledge inform current practice; 2. New insights through observation and implementation of new practices and 3. Reflection on routines as effective current practice. We propose that a PDP that provides opportunities for reflection and pedagogical challenges creates space for educators to begin to build a more grounded infant teacher identity. We discuss the significance of these findings in light of infant teacher preparation and in-service training.

Keywords: infant teachers, reflective practice, professional development, observation, responsive pedagogy

## **SYMPOSIUM SET D / 12**

### **PROFESSIONALISATION OF ECE TEACHERS AND ASSISTANTS**

#### **Individual Papers**

CHAIR: CHIARA URBANI, Ca'Foscari University, Italy

#### **Capability and teacher professional development**

CHIARA URBANI, Ca'Foscari University, Italy

The research aims to investigate the correlation between preschool teachers' professionalism and capability process, to foster their continuing professional development. In Lazzari's report (2012) the preschool professionalism is increased as a processual and evolutionary dimension. Urban et al. (2012) defines it as an individual capability process under the responsibility of the ECEC "entire competent system". Sen (2000) evaluates the freedom of choice and the capability process on agency's training, able to enhance personal goals. Nussbaum (2011) suggests the essential functioning to realise the human flourishing. Comparative analysis supported the building of a Model of Competences on preschool teachers' professionalism. A questionnaire survey of self-evaluated competences by 60 Italian teachers allowed to develop a participatory qualitative research in four different professional preschool services. Reflexivity process fostered to recognise declared competences into professional functioning for activating agency's capability process. A consent form with a co-responsibility pact sheet on research aims was provided to all the teachers' participants. In addition, a training agreement between researcher and teacher defines a guarantee commitment of anonymity and privacy, information about recording instruments and the opportunity to request the data collected or withdraw from the study at any time. Identify teacher capability process dimensions, define a model of professional development to conjugate competences learning with self-determined fulfilment. Advocate capability process for the qualification of teacher professionalism allows to: redefine initial and continuing training policies, foster new organisational and leadership assets into preschool services, create new social networks as communities of practice (Wenger, 2000) to support childhood education.

Keywords: preschool teacher, teacher education, continuing professional development, ECE, capability process

#### **Professionalisation of childcare assistants in ECEC: Findings of the NESET II report**

NIMA SHARMAHD (1), JAN PEETERS (1) AND IRMA BUDGINAITE (2), (1) VBJK, Belgium; (2) PPMI, Lithuania

This research has been realised for the European Commission by the NESET II network (experts of VBJK and PPMI). The study explores successful pathways towards qualification and CPD (continuous professional development) for ECEC assistants in Europe, giving recommendations to policy makers on how to realise them within a context that values diversity and integrates care and education. International research has proven that the quality of ECEC services is linked to the competences of the staff (Children in Europe, 2012, Oberhuemer, 2005, OECD, 2006, Urban et al., 2011). This research builds on the findings of the CoRe study (2011, 2016), which highlights that in many EU countries, part of the workforce consists of low or unqualified ECEC assistants. The latter are defined 'invisible workers' and their tasks are often related to 'care'. The framework is the concept of 'competent system' (CoRe, 2011, 2016) and the holistic approach. The research has been realised mainly through secondary data, including a survey in 15 EU countries and 3 case studies in Slovenia, Denmark and France. Although this research is mainly based on secondary data, ethical consideration has been given to ensuring fair representation of literature

from a wide range of sources and a geographical balance amongst the selected countries. The study confirms the 'invisibility' of assistants and discusses ways to value their role in a diverse team. The study gives recommendations to EU policy makers concerning possibilities to establish CPD paths for the whole staff and adapted pathways towards a qualification.

Keywords: assistants, professionalisation, diverse team, care, education

## **SYMPOSIUM SET D / 13**

### **PROFESSIONAL DEVELOPMENT IN NEW LITERACIES: FINNISH PERSPECTIVES**

Self-organised Symposium

CHAIR: SAARA SALOMAA, National Audiovisual Institute, Finland

Promoting "new literacies" starts at a very early age in the Finnish education system. National Curriculum Guidelines for ECE (2016) and Pre-primary Education (2014) include transversal competence areas Multiliteracy and Information and communication technologies (ICT). Media culture is seen as an important resource and environment for learning and media education mentioned as an example of pedagogics promoting children's participation in society. However, it is unclear, whether the practitioners are prepared for these new fields of expertise. This symposium discusses the topic through three different aspects: expectations for early years multiliteracy promotion, teachers' views of themselves as media educators and pre-service teachers' value beliefs considering ICT.

#### **Expectations for multiliteracy in early years settings**

SATU VALKONEN, University of Helsinki, Finland

The paper considers current educational efforts in Finland to promote children's multiliteracy from the viewpoint of equity and inclusiveness and agency and identity. The general aim in this thematic context is to examine families' and professionals' expectations for multiliteracy in early years learning contexts. There is a solid research evidence based on the fact that cooperation and educational partnership between ECE professionals and homes influence the quality of early childhood services. (e.g. Epstein 1995, 2009, 2011, Karila & Alasuutari 2012). Multiliteracy has become a flexible and somewhat vague term used to name and frame a great variety of pedagogical projects in ECE. In recent years especially the use of ICT has been emphasised while the social diversity is overshadowed. Theoretical framework of this paper is based on the New London Group's (1996) conceptualisation of multiliteracy. The group addressed two related trends: increasing cultural and linguistic diversity of learners, and the changing landscape of literacy. The data consist of national electronic survey. The survey will be carried out in April 2017. All the families and professionals are informed utilising the data for the purposes of this project. The data doesn't include any personalised information. National Core Curriculum for ECEC will be implemented from August 2017, and thus it's a great interest to compare the views between parents, professionals and children. The project provides information via multiple channels and forms that produces understanding of multiliteracy in early childhood as well as the ways to support and assess it.

Keywords: multiliteracy, ECE, social diversity, identity, educational partnership

#### **"Me as a media educator": Early years teachers' conceptions in the context of in-service training**

SAARA SALOMAA (1) AND PEKKA MERTALA (2), (1) National Audiovisual Institute, Finland; (2) University of Oulu, Finland

This research studies early years teachers' conceptions of media education (ME) and of themselves as media educators. With media being an important part of children's everyday lives (Chaudron, 2015), the need to enhance teachers' ME competences has been called for by both Finnish academics and public authorities (Rantala, 2011, Karila et al., 2013). However, it remains unclear, how teachers see ME and themselves promoting it. This question is now topical with the new mandatory National Curriculum Guidelines for ECE (ECE) (2016) including ME. Educational consciousness, awareness of acting from the position of an educator, has been considered important in steering educators' actions (Hirsjärvi, 1981, Hoppo, 2006). Educational consciousness in ME has been suggested to include several different concept categories related to child's growth, media, ECE in relation to media literacy and oneself as media educator and the importance of ECE in media culture (Salomaa, 2016). The data includes learning diary assignments of 20 kindergarten teachers attending ME in-service training course during spring 2017. The data has been studied by the means of content analysis focusing on teachers' narratives. The participants permitted the use of the learning diaries as research data. Data is anonymised to protect teachers' privacy. This presentation discusses the first results of the study. How the teachers describe their professional development and which categories on conceptions are present in their texts? The better understanding of teachers' conceptions contributes in developing pre-service and in-service trainings in order to enhance early years ME pedagogies.

Keywords: media education, teacher training, teacher professionalism, curriculum, educational consciousness



### **ICT and educare - Exploring preservice teachers' value beliefs**

SAARA SALOMAA (1) AND PEKKA MERTALA (2), (1) National Audiovisual Institute, Finland; (2) University of Oulu, Finland

This paper seeks answers for the three following research questions? 1. What are preservice teacher's (PST) value beliefs for and against ICT use in ECE (ECE)? 2. How do these beliefs relate to ECEs threefold task: teaching, education, and care? 3. How are beliefs for and against ICT use weighted against each other? Teacher beliefs have appeared to be the strongest predictor of teachers' ICT use (Ertmer, et al., 2012). So far the focus of teacher belief studies in ICT integration has been in beliefs about teaching and learning (e.g. Kim et al., 2013). This paper expands the scope by paying attention to beliefs related to care and education. Educare refers to a holistic understanding of ECE being a unity of teaching, education, and care (e.g. Broström, 2006). The data consists of written assignments from 38 first year PSTs. Data was analysed by the means of deductive content analysis. All participants gave written consent to allow the use of the assignments as research data. Participants are referred to with number codes (i.e. Student#16) to protect their anonymity. Results suggest that PSTs positive value beliefs are teaching-related and negative value beliefs education and care-related. One can have positive teaching related beliefs but negative care related beliefs, and this leads to internal contradictions on how to relate to ICT use in ECE. Instead focusing solely on teaching, preservice and in-service ICT pedagogy training should pay more attention to the themes of education and care to better capture the multidimensionality of teacherhood.

Keywords: teacher beliefs, ICT, Educare, preservice teacher, digital media

### **SYMPOSIUM SET D / 14**

#### **UNDERSTANDING INEQUALITY IN PRESCHOOL THROUGH THE LIVED EXPERIENCES OF CHILDREN, PARENTS AND PROFESSIONALS**

Self-organised Symposium

CHAIR: MICHEL VANDENBROECK, Ghent University, Belgium

Since the 1960s, preschool has increasingly been framed (in research as well as in policy) as part of the solution of the persistent educational gap. However the question remains unanswered to what extent the preschool is part of the solution, or part of the problem of inequality. Moreover, the literature tends to ignore the perspectives of those that matter most in this debate: children, parents and professionals. We present three studies that do precisely look into their lived experiences, in French and Belgian contexts of universal availability and high diversity.

#### **Preschool experiences and learning opportunities for children living in contexts of social exclusion**

BRECHT PELEMAN (1), (2) MICHEL VANDENBROECK (2) AND PIET VAN AVERMAET (2), (1) VBJK, Belgium; (2) Ghent University, Belgium

By looking into the earliest learning experiences of children living in poverty, this study aims at gaining understanding of what constitutes educational quality in preschool contexts of socio-cultural and socio-economic diversity. There is robust evidence that preschool participation yields beneficial effects on cognitive, social and emotional development, and academic achievements later on. These effects are particularly important for children in poverty and at risk of social exclusion (Lazzari & Vandenbroeck, 2012). The quality of educational provision matters (Sammons et al., 2012), yet there is inconsistency about what aspects of quality make a difference for learning at an early age. The study adopts a socio-constructivist perspective on equal learning opportunities (Formosinho & Formosinho, 2012, Rogoff, 2003). This multiple case study has a purposive sample of 4 different classrooms of the youngest children in preschool (2, 5 - 3, 5 years). In each class two children entering preschool were selected as focal children. Over a period of 10 months, they were filmed during everyday life in preschool, providing a total of 96 hours of video observational data. Informed consent was obtained from all parents of children in the selected classrooms, as well as from the preschool management and staff. The ethical commission of the faculty of Psychology and Educational Sciences granted permission. Preliminary findings indicate that the schoolification and the predominance of learning over care disregards the needs of children living in poverty. This jeopardises equal education opportunities right from the start of preschool. Findings provide useful suggestions for teachers to improve their practices.

Keywords: transition to preschool, children in poverty, learning opportunities, social interactions, wellbeing

#### **The social and political potential of educare: Exploring perspectives of parents and preschool staff**

KATRIEN VAN LAERE (1), (2), MICHEL VANDENBROECK (1), (1) VBJK, Belgium; (2) Ghent University, Belgium

In order to gain a better understanding of preschool education in a context of social inequalities, this study explored parents' and staff' lived experiences and perspectives in Belgium (Flanders). Many scholars problematised how parents are given a more instrumental role, meaning that they are expected to help their children to achieve the learning outcomes that the educational system has set, without being involved in discussions on these outcomes or on the kind of preschool education they want for their child (Brougère, 2010, Doucet, 2011, Hughes & Mac Naughton, 2000). We adopted a social perspective in which we examined in participatory ways what social problems might be and whether our preschool practices question or confirm prevailing understandings of the problem (Vandenbroeck et al., 2011). Data included 10 video-elicited focus groups

of parents (n=66) and six focus groups of preschool staff members (n=69) in the cities of Ghent, Brussels, and Antwerp. Continuous reflexivity helped us to encounter ethically important moments in the research practice and by doing so transcend procedural ethics (Guillemin & Gillam, 2004). Our study showed that the ways in which care and education are conceptualised by parents and staff significantly impact inclusion and exclusion mechanisms in preschool and broader society. Based on these results, we recommend that preschool policies, practices, and research should consider communicative spaces for parents, staff, and researchers in which multiple, yet opposing, meanings on preschool education can be discussed.

Keywords: parents, professionals, social inclusion, educate, preschool

#### **Cultural repertoires and inclusion in early education: Voices of children, parents and preschool staff**

CARMEN DRAGHICI, University Paris 13 - Sorbonne Paris Cité, France

The aim of this study is to analyse how preschools address the cultural repertoires (Rogoff, 2006) of children of migrants in the everyday experiences and the impact on the social inclusion. In French preschools (*écoles maternelles*), children with their specificities and their diversities are hidden under the homogeneous coat of "the pupil" (Brogère, 2010). Despite its foundation on the republican values of equality, the social inequalities are persistent (Garnier, 2011). UNESCO (2005) views inclusion in education as "a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning", based on an encounter pedagogy, where everyone can find her place (Vandenbroeck, 2005). Three classes represent the fieldwork of this ethnographic study with children aged 3-4 years old. Using a mosaic approach (Clark, 2004) we combine innovative research tools as video-observations and videotaped children's tours, with traditional tools as interviews with adults. Considering young children's perspectives reflects an ethical dimension, which aims at respecting and involving them in the research process. Our first results show a diverse typology of children with varied cultural repertoires. Exploring daily practices related to languages spoken in preschool and at home, parent's attachment with the home country, child's behaviour and her interactions with preschool staff and peers give us more insight on understanding inclusion in preschool. Findings provide useful suggestions for a review of the principles of early education and of the approaches in the everyday work with young children linguistically and culturally diverse.

Keywords: cultural repertoire, children of migrant, *ecole maternelle*, everyday experiences, inclusion in education

### **SYMPOSIUM SET D / 15**

#### **UNDERGRADUATE RESEARCH, EMPLOYMENT AND WELLBEING**

##### **Individual Papers**

CHAIR: TAMARA CUMMING, Charles Sturt University, Australia

#### **The value of undergraduate research to the practice of the ECCE educator**

SORCA MC DONNELL (1), MARY ROCHE (1) AND MARY DELANY (2), (1) Institute of Technology Blanchardstown, Ireland; (2) Dublin Institute of Technology, Ireland

The research aims to explore if undergraduate research (UR) has an impact on the practice of ECCE educators in the workplace. Undergraduate research (UR) is recognised as a method associated with deeper learning (Kuh, 2008). UR is considered to improve intellectual growth and cognitive development (Aher-Rindell and Quacherbush, 2015). They also suggest that engagement in ethical issues associated with UR may improve students' ability to make good decisions in their future careers and can encourage attitudinal changes that support professional development. Hart Research Association (2013) identified that employers rank critical thinking, problem solving, written and oral communication and application of knowledge to the real world settings as important (Schmitz and Hanholm, 2015). This is in line with the institute's ideas about what skills and knowledge students should have following engagement in an honours degree programme. ITB and DIT refer to Blooms Taxonomy six levels of learning when developing modules and programmes which are similar to the skills identified by Schmitz and Hanholm (2015). The research methodical design has a quantitative approach involving an online survey of graduates for the ECCE programme. Ethical considerations were carefully applied in accordance with ITB and DIT's protocols which include informed consent, confidentiality and anonymity. The findings highlight the participant's view of the impact of UR on their current work practice. This research will have implications for those interested in undergraduate research in the ECCE arena.

Keywords: undergraduate research, critical thinking, theory to practice, ECCE educator, quality

#### **The impact of the learning environment on employment opportunities for early childhood studies graduates**

CAROLYN SILBERFELD (1) AND HELENA MITCHELL (2), (1) Early Childhood Studies Degrees Network (ECSDN), United Kingdom; (2) Oxford Brookes University, United Kingdom

This study examines graduates' views and perceptions of their learning environment and employment opportunities. It builds upon a similar study (Woods, Taylor and Silberfeld, 1999), which focused on the first cohort of graduates from a U.K. HE Institution. It draws upon Bath's (2011) participatory concept of multidisciplinary/professional working and ECS degrees and

Dacre Pool and Sewell's (2007) model of graduate employability. A mixed method approach gathered data from a volunteer sample of 48 graduates in ten different institutions. Data were collected through an online questionnaire submitted anonymously, and a focus group interview. Content analysis and descriptive statistics were employed to analyse the data. Following ethical guidelines (BERA, 2011) graduates were informed about the purpose of the study, confidentiality and anonymity. Participants were informed that they could withdraw from the study at any time. A dominant theme was the influence of academic and practice learning environments encountered during their programme of study and its impact on their employment opportunities. Although degrees were highly rated for interest and relevance by respondents, there were not always sufficient opportunities to gain the practical experience to enhance employment opportunities. Graduates not undertaking teacher training or Masters level study, experienced difficulties in finding appropriate employment within the early childhood sector, with employment opportunities shrinking because of policy changes and government austerity measures. Although the learning environment for ECS degrees can be further adapted to incorporate more practice, fragmented policy and continuing austerity measures may continue to challenge the status and employment opportunities for early childhood graduates.

Keywords: practice, experience, quality, employment, policy

### **Towards a holistic conceptual model of early childhood educator work-related wellbeing**

TAMARA CUMMING AND SANDIE WONG, Charles Sturt University, Australia

To develop a holistic conceptual model of early childhood educator (ECE) work-related wellbeing (WRWB). ECE WRWB is significant for educators (Løvgren, 2016), has cost repercussions for employers (Kusma et al., 2012), and implications for practice quality (Sajaniemi et al., 2016). Existing research examining ECE WRWB has explored individual aspects of educator wellbeing (Cumming, 2016) with little attention to educators' work environments. We argue that one reason for this piecemeal approach is a failure to conceptualise what ECE WRWB means. Wellbeing is a complex phenomenon with philosophical, physiological and psychological dimensions that play out within particular contexts (Ryff & Singer, 2008, McAllister, 2005). Understanding and measuring ECE WRWB requires consideration of all these aspects, along with a clear conceptual framework (Royer & Moreau, 2015). A systematic review of literature examining wellbeing from philosophy, psychology, organisational science, health and ECE was conducted (Cumming & Wong, under review) and diverse ways of defining wellbeing were identified. Distinctive elements of ECE practice were also identified. These ideas were combined to form the basis of the conceptual model of ECE WRWB being presented. This research did not use human subjects. We will present our holistic conceptual model of ECE WRWB. This takes into account physiological, psychological, individual and work-environment related dimensions. Our holistic conceptual model is currently being used in a trial of ECE WRWB. Findings will enable nuanced understandings of ways individual dimensions and environmental conditions interact. This work could potentially inform larger international studies and interventions aimed at supporting ECE WRWB.

Keywords: wellbeing, early childhood educators, ECE, early childhood teachers, educator's role

## **SYMPOSIUM SET D / 16**

### **APPROACHES TO RESEARCH**

#### **Individual Papers**

CHAIR: KIRSTI KARILA, Tampere University, Finland

### **Challenges and advantages of collaborative action research in preschools**

INGIBJORG OSK SIGURDARDOTTIR AND JÓHANNA EINARSDÓTTIR, University of Iceland, Iceland

The aim is to address the advantages and challenges faced in one Icelandic preschool during collaborative action research project on values education. Collaborative action research has been found to be powerful mode of educators' professional development (Catelli, Padovano & Costello, 2000). Common professional language has been proofed to be important when working on professional development (Thornberg, 2016). The collaboration between researchers and educators has been described as "third space" (Arhar et al., 2013). Action research is an umbrella term for research conducted with and by practitioners. In collaborative action research, two communities with different aims and demands meet: a scientific community and a practice community. Seven preschool teachers and one researcher from the university worked in close collaboration over 18-months. The preschool teachers reflected on their practices and worked on their professional development. The data consist of recordings from interviews and meetings as well as logs from diaries. Action research requires high moral awareness throughout the entire process, given the personal nature of such studies. The study follows the Icelandic research council guidelines and ethical rules in social science research. Autonomy was guaranteed to all participants. The findings show that the participants found several advantages of participating in the project, for their professional development, for improvement of practice and for children's learning and wellbeing. The challenges they faced included: finding time for the action research, uncertainty, and how to influence the whole preschool. Collaboration with the external researcher and colleagues was seen as crucial factor in making the project successful.

Keywords: collaborative action research, professional development, preschool teachers, values education, Nordic project

### **Research circles - A collective production of knowledge**

SVEN PERSSON (1), KRISTINA WESTLUND (1) AND BIRGITTA HENECKE (2), (1) Malmö University, Sweden; (2) Early Childhood Department, Malmö, Sweden

Malmö city (Persson, 2008) has developed a model for research circles to promote professional development by engaging them in research based activities. The aim of this study is to construct knowledge about a) the conditions for collective knowledge production in this model for research circles and b) the participant's use of different forms of knowledge in their research activities. The ability to use and to integrate different forms of knowledge is crucial for the development of professional competence (Timperley, 2011). By enhancing practitioners' reflectivity in continuous professional development activities ECEC professionals strengthen their capacities. These activities are best embedded in a coherent pedagogical framework that builds upon research and addresses local needs (Eurofound, 2015). From a participatory perspective (Heron and Reason, 2001), the aim of a research circle is to enhance professional learning through collaboration between researchers and professionals for a collective production of knowledge through a structured research process. The research circle is a part of the paradigm of action research and participatory research. It builds on a close cooperation between researchers and professionals. Research circles are led by researchers and the participants are teachers who have identified issues they wish to address through research. They undertake empirical studies which are interpreted and discussed by all participants in order to reach a deeper understanding of identified problems (Persson, 2008). It is research with rather than on teachers (Heron & Reason 2001). In our paper we discuss how the ECE practice is informed by the research process that the teachers undertake. Research circles are a democratic approach for professional development and research-informed practice, where teachers collaboratively create a deeper understanding based on experiences in their own pedagogical practice.

Keywords: research circles, participatory research, professional development, preschool teachers, collective production of knowledge

### **Gadamerian hermeneutics to interpret documentation of children in ECE**

ALEJANDRA SANCHEZ ALVAREZ, University of British Columbia, Canada

Documentation of children through photos, videos, drawings, and dialogues is a widely used strategy in ECE programmes to gain in-depth understanding of children. Working with ECE students, I aimed to expand our conceptions of children, educational practices, and ourselves by examining documentation of children through Gadamerian hermeneutics (interpretation). Applying Gadamer's circles of understanding (2004, 2013) to the documentation of children is a promising pedagogical approach for ECE students. This practice can help students become interpreters by being in dialogue with the object of investigation (documentation) and with other educators and additional audiences. Interpretation starts with the students' prejudgments (Gadamer, 2004, 2013) and is enriched by the cyclical rereading of children's ideas and actions. I practiced circles of understanding to create a narrative about a kindergarten girl's understanding of animal habitats, which conflicted with her teacher's "right" answers. Cyclical readings of this event helped us broaden our conceptions of children and the use of pedagogical practices. The narrative and its images were publicly shared, with the children's and parents' consent. Our readings of the documentation validate Gadamer's critique about "objective" knowledge or "truth" when we interpret educational events. Concepts from hermeneutics challenged and enhanced our images of children and pedagogical practice. Hermeneutic inquiry made visible the students' preconceptions when they interpret children's actions and encouraged them to understand children by refining their ways of thinking, listening, and engaging in dialogue, together and with other audiences, to make meaning of education from a philosophical and practical perspective.

Keywords: hermeneutic inquiry, circles of understanding, documentation of children, practice of listening and thinking, practice of dialoguing

## **SYMPOSIUM SET D / 17**

### **TRANSITIONS: PRACTITIONERS' PERSPECTIVES**

Individual Papers

CHAIR: JOHAN LJESTRAND, University of Gävle, Sweden

### **The borders between preschool and school: Swedish preschool teacher's perspectives**

JOHAN LJESTRAND, University of Gävle, Sweden

Policy for the Swedish preschool has successively adapted its goals in order to prepare for the school system. However, the task of interpreting this assignment is given to preschool teachers. The purpose is to study how Swedish preschool teachers interpret the assignment to prepare preschool children for school. Åsén & Roth (2012) finds support for a change in Swedish preschool policy and practice towards the culture of school. Further support for this change can be found in studies about Swedish preschool teachers (e.g. Alatalo et al 2016 Alvestad & Berge 2009, Westman & Bergmark 2013, Löfdahl & Perez 2009). The conceptual framework is taken from curriculum theory (Folke Fichtelius 2008) and dilemma theory (Wetherell et al 2001) focusing on actors tension filled interpretation(s) of concurrent ideals in everyday life. Within a qualitative research paradigm, semi-structured interviews are performed with individual preschool teachers in their preschool environment. The

preschool teachers was contacted and informed about the project including their rights regarding participation, anonymisation and proper storing of the data. The preliminary results show that school-like goals in the preschool syllabus are approached as a child-based curriculum "for an enriched life", and by this transcending a narrow school centred curricula. However, the possibilities of including every child are dependent on the social background and interest of the child. This study could provide teachers with insights about possibilities and limitations regarding how preschool may include local culture and children's voices in the context of hegemonising policies towards narrow skills.

Keywords: hegemonising policy, preschool teachers, preschool and school relationship, narrow skills, professional reasoning

#### **Continuity in children's education from pre- to primary schools: The implementations of head teachers**

ARNA JONSDOTTIR, Iceland University of Education, Iceland

This research focus on head teachers and assistant head teachers in pre- and primary schools, who are expected to implement the policies established in curriculum frameworks, among them the fundamental pillars. In this research the focus is on equality of children related to gender and diversity, transition and continuity in education. Research has been carried out on transitions and continuity of children's education between school levels, focusing on children's voices, teachers' opinions, and parents' experiences and engagement (see e.g. Jàðhanna Einarssdóttir, 2003, 2007, 2008, 2010, 2013). This research focuses on head teachers and assistant head teachers in preschools and primary schools which is more seldom. The study draws on theories of head teachers as professional leaders (Bush, 2003, Rodd, 2013, Sergiovanni, 1996) and distributed leadership (Harris, 2008). Interviews were carried out with head teachers and assistant head teachers in preschools and primary schools. The head teachers were leading schools which are operated separately, and merged schools in the same building as in separated buildings. Thematic analysis was used to analyse the data (Braun and Clarke, 2013). Participants were informed of the purposes of the study, the confidentiality of their responses, and their consents were obtained. Main findings will be introduced and discussed at the conference as the interviews has just recently been carried out. As equality is a very important in the curriculum and in society, the research is important regarding the professional leadership role of head teachers and how it affects the transition and continuity in children's education.

Keywords: pre- and primary schools, leadership, equality, continuity, curriculum

#### **Teacher's relational agency development and its relationship to children's experiences of transition to school**

MARLENE RIVAS AND DANIELA JADUE-ROA, CIAE and Universidad de Chile, Chile

The present research explores and identifies situations of relational agency development in pedagogical teams of kindergarten educators and primary school teachers in Chile who are involved in children's transition to first grade. It also aims to understand how these collaborative scenarios influence the expertise of pedagogical teams about transition processes to school. Previous research has demonstrated that educators have a key role in children's experiences of transitions to school (Griebel & Niesel, 2002, Blatchford & Pellegrini, 2016). Likewise, Edwards (2005, 2007) suggests that collaborative work and teacher's development of relational agency can foster teacher's knowledge and expertise about educational processes and thus this study relates these concepts with the decisions that pedagogical teams make about learning experiences provided for children and their wellbeing in the context of transition. The research design is qualitative with a purposive sample of 6 educators of 3 different schools with different SES background. Semi-structured group interviews were carried out and analysed with a grounded theory approach. Informed consent was sought from all participants respecting their right to privacy and withdrawal. Main findings identify to what extent educators can exercise and develop their relational agency within their pedagogical teams and how these possibilities influence their pedagogical decisions to facilitate children's transition from kindergarten and first grade. This study aims to contribute with the discussion policies and pedagogical orientations provided to the ECE and primary school levels to strengthen their collaborative work as well as to consider their impact on children's experiences of transition.

Keywords: relational agency, transitions, collaborative work, educators practices, teachers role

### **SYMPOSIUM SET D / 18**

#### **DISCOURSES ON SUSTAINABILITY**

##### **Individual Papers**

CHAIR: IRIS DUHN, Monash University, Australia

#### **Using pedagogical spaces and place based learning to support education for sustainability**

DIANE BOYD, Liverpool John Moores University, United Kingdom

The aim was to consider how young children can develop an education for sustainable mind-set, through place based learning within a local context. This research built upon the development of an Education for sustainable (ESD) framework (Boyd, Hirst and McNeill, 2017) which recognised early childhood as a transformative phase (Davis and Elliott, 2014) (Boyd and Hirst, 2016). The place based research focused upon Dewey's theory of experiential learning and by engaging in offsite longitudinal community based projects, where young children become familiar with their own locality. This resonated with a concentric

approach (Tickell, 2011,) where children are submerged in an ever changing natural environment and the Forest School Philosophy, with the emphasis upon regular visits conducted over an extended period. This allows children to become familiar with their environment, developing a sense of ownership, (Welsh Assembly, 2009) and an ecological self. (Tilbury, 1994) Over a period of a year children and adults in different and diverse settings experienced opportunities for place based learning to develop their ESD perspectives. Observations focused upon children and adults and how they started to become aware of critical issues and relate them to their own reality. The research was approved by the university leading the research. All involved chose to take part and could withdraw at any time. Evaluation highlighted that participants are capable of deep thinking utilising enquiry based skills, and reflecting upon their own knowledge skill set. As part of this evolving pedagogical framework, Key early years stakeholders are now committed with a potential for influencing policy.

Keywords: place based, pedagogical spaces, education sustainable development, transformative, agents of change

#### **Education for sustainability within early childhood studies as a site for collaboration and inquiry**

NICKY HIRST, Liverpool John Moores University, United Kingdom

The purpose of this research was to establish a shared understanding of the term 'Education for Sustainable development' within the context of an early childhood Studies degree. Students engaged in a project approach with local early years providers. The research aligns with research previously undertaken by Siraj-Blatchford, Smith and Samuelsson (2010) which explored the role of education for sustainability in the field of ECE. The theoretical framework takes a participatory, active and inclusive approach to research with children with a focus on ESD. The students were provided with A3 pads to capture collaborative thinking processes over the project period. These 'thinking books' were used to capture emerging ideas, and associated conversations helped the students to make sense of the children's ideas and to scaffold (Bruner, 1960) their thinking around the project. Ethical approval was granted through the university as modular related pedagogical research. The settings requested parental permission and assent from the children was seen as essential by tutors. Students noted the tensions between listening to the child's voice and the demands of their final assessment. A weekly foci supported and illustrated how children scaffold each other to develop a deep awareness of environmental issues. ESD was not seen as a peripheral subject added to the existing curricula but was advanced through an integrated and transformative approach. Embedding ESD supported the role of advocacy and highlighted the validity of the sustainable development goals in the context of university policy and practice with a focus on active community projects.

Keywords: early childhood studies, education sustainable development, project approach, transformative, higher education

#### **A world in a grain of sand: Sustainability and literacy learning in early childhood**

IRIS DUHN (1) AND MARGARET SOMERVILLE (2), (1) Monash University, Australia; (2) University of Western Sydney, Australia

The study investigates sustainability and literacy learning in early childhood in multiple Australian and in a Finnish setting. This presentation takes a close look at data from the Australian sites to propose that post-qualitative research supports new learning in the Anthropocene. This project is funded by the Australian Research Council and draws on work done previously by Somerville (2015, 2016) and Duhn (2017, 2012). It also relates to a study on sustainability and early childhood in New Zealand (Ritchie, Duhn, Rau & Craw, 2011). Extending on theories of place (Greenwood, 2008), we conceptualise 'place' as a contingent vibrant and fluid field with porous borders, with a focus on children's encounters. Post-qualitative methodologies (Koro-Ljunberg, 2013) are put to work to challenge prevailing discourses and practices. This international, multi-site study has ethics approval from four universities and the Victorian Department of Education and Training (Australia). Discussion focuses on the complexities of place as a concept, with emphasis on post-qualitative methodologies. Education in the Anthropocene benefits from diverse concepts of 'quality' that respond to specificities of places. If 'place' itself is not a static and fixed entity but a contingent field with porous borders (Somerville, 2015), concepts of what counts as 'quality' have to be considered contextually to account for specificity in this moment, with these children, things, climatic forces, affects (Duhn & Grieshaber, 2016). 'Quality' then depends on the ability of the observer to be attentive and to put attentiveness into pedagogical/research/policy practice to support difference and diversity in places.

Keywords: places, quality, post-qualitative, sustainability, literacy

EXECUTIVE FUNCTIONING, DIALECTICAL THINKING AND EDUCATIONALISED CURIOSITY

Individual Papers

CHAIR: MARTIN NEEDHAM, Manchester Metropolitan University, United Kingdom

**The value of educationalised curiosity - An inquiry into how practitioners in the field of early childhood education and care reflect upon the importance of curiosity**

SOERN FINN MENNING, University of Agder, Norway

This paper aims to explore the normative aspect of curiosity by examining how practitioners argue for the importance of curiosity and the considered consequences for educational practice. Up to now, curiosity in education has mainly been explored with a psychological perspective (Loewenstein & Markey 2014, Jirout & Klar 2012 or Chak 2007) while normative issues were ignored. This paper chooses therefore a different approach: Based on the theory of practice architectures (Kemmis et al 2014), the practitioners' reflections on their practice are understood as cultural-discursive arrangements influencing and being influenced by practice. A thematic analysis with a theory informed interpretation was conducted. The concept of ethical rationalities, where ethical theory is not used normative, but as an analytical tool, became the point of departure for the process of analysing. The reflections of early childhood practitioners were gathered and analysed through an ethnographically informed approach and video stimulated recall focus-group interviews. The study followed the national guidelines and was approved by the Norwegian Center for Research Data. The reflections can be grouped within four ethical rationalities/approaches: A) Relational approach, focusing on curiosity supporting interpersonal relationships and community. B) Character formation approach, with curiosity as a virtue for participation and critical thinking. C) Consequentialist approach, focusing on learning and the gain of knowledge. D) Essentialist approach, honouring curiosity as an intrinsic value. The practitioners also connected these ethical rationalities/approaches to different practice strategies. This suggests that personal/professional values, beliefs and norms are influential when the official claim for accommodating and supporting curiosity is transferred into educational practice.

Keywords: curiosity, ethical rationalities, teachers' reflections, stimulated recall, practice architectures

**Dialectical thinking of preschool children**

NIKOLAY VERAкса, Moscow City University, Russia

Testing Piaget phenomenon from standpoint of dialectical thinking development. Research is in line with dialectical thinking research (Basseches 1984, 2005, Riegel, 1973) on the base of preschool children (Veraksa, 1987). It is shown that though Piaget described phenomenon of child thinking in terms of formal logic he did analyse dialectical thinking during elaboration of his theory in experiments with children. Modified versions of Piaget tasks were used and tasks aimed at dialectical thinking diagnostics were used. 46 children aged 5-7 took part in the study. All children agreed to participate in the experiment and were free to exit any time. All parents and staff was informed about the aim of the study and methods. All procedures were made in accordance to Russian Psychological Society Code of Ethics. We found a meaningful relation between the results of Piaget tasks and dialectical thinking tasks accomplishment. Results show that dialectical thinking development is a separate line of child cognitive development and not a part of formal logical thinking development. Results obtained open possibilities for creation of problem situations to be discussed with children for the purpose of dialectical thinking development.

Keywords: dialectical thinking, Jean Piaget, formal logic, preschool children, dialectical tasks

**EMIL - A preschool programme to enhance executive functions in children**

LAURA WALK, WIEBKE EVERS, MELANIE OTTO, SONJA QUANTE AND CARMEN DEFFNER, ZNL TransferCenter of Neuroscience and Learning, University of Ulm, Germany

EMIL is a training programme for preschool teachers with the aim to enhance executive functions (EF) and self-regulation of children (3-6 years). EF describe the top-down, goal-directed modulation of thought, emotion, and action (Blair, 2002). EF enable children to concentrate, to think before acting, to control feelings, and to resist temptations (Carlson, 2003, Diamond, 2013). The first rapid growth in EF is between the age 2-5 (Diamond, 2002). Numerous studies prove the trainability of EF, they appear to be sensitive to preschool interventions (Diamond & Lee, 2011). In the EMIL training programme preschool teachers learn about the importance and development of EF and are supported to find suitable activities and measures to enhance EF and self-regulation. EMIL pursues a situational holistic approach and is integrated in daily routines. It is implemented in relevant pedagogical domains: attitude, interaction, learning environment and activities. The training programme consists of three sessions (12 h total) over three months and transfer tasks. Up to date 1200 preschool teachers took part in EMIL. The evaluation showed that EMIL is effective (Evers et al., 2014). APA ethical standards were followed in the conduct of the study. Well-trained EF are important for social-emotional competences, academic success, health, work and social life (Duckworth & Seligman, 2005, Moffitt et al., 2011). To show widespread benefits EF has to be trained in daily routines (Diamond & Ling, 2016) as it is done in EMIL. According to the importance of EF and self-regulation early enhancement is an important contribution to social equity.

Keywords: executive function, self-regulation, children, preschool programme, teacher training

## **SYMPOSIUM SET D / 20**

### **STUDIES OF TWO-YEAR-OLDS IN JAMAICA, GERMANY AND UK**

#### **Individual Papers**

CHAIR: PENNY LAWRENCE, University of Roehampton, United Kingdom

#### **The influences of dominant cultural practices on the nature of interactions in Jamaica's childcare settings**

ZOYAH KINKEAD-CLARK, University of the West Indies, Jamaica

Focussing on the 24 -36 months cohort, this study describes the nature of infant/ toddler relationship formation by examining how dominant Jamaican cultural practises influence adult/child interactions in nursery settings. This research builds on the work of Degotardi & Pearson (2009) and McGaha et al (2011) whose findings suggest the need for powerful, quality and frequent adult/ child interactions in the early years of development. This research on adult/child interactions is discussed within the theoretical framework of Bowlby's theory of Attachment. This qualitative research is positivist in nature. To gather data, interviews with nursery workers and observations of nursery settings were done. Observations were conducted in 10 nurseries. Each nursery was observed for a total of 6 hours over a two week period. Data was analysed thematically to determine dominant themes. Stringent ethical guidelines were followed. To ensure this, informed consent was obtained from parents, nursery workers and administrators. Findings suggest, that culture plays a significant role in how adults interact with toddlers. Differences in relation to gender were noted, as well as a heavy focus on what I term "corrective interactions. Another interesting finding was the "anti-play" pedagogies and interactions that dominated these relationships. These findings have implications for the professional development initiatives for Jamaica's nursery workers. This has significant implications on how caregivers view the importance of this currently considered "voluntary" practice in our local childcare and preschool settings and how Jamaica's early childhood Commission implements practices to address this oft- neglected area of child development .

Keywords: interactions, Jamaica, nursery worker, bonding, adult/child relationships

#### **Infants' selective social learning - The impact of informants' knowledge states and familiarity on infants' reception and use of information within the second year of life**

ANDY SCHIELER (1), DAVID BUTTELMANN (2), MELISSA KOENIG (3) AND ERIKA NURMSOO (4), (1) Institut für Bildung, Erziehung und Betreuung in der Kindheit|Rheinland-Pfalz, Germany; (2) Universität Bern, Switzerland; (3) University of Minnesota, United States; (4) University of Kent, United Kingdom

Based on an innate motivation to learn about the world, infants take others' information into account. Already at around their first birthday, infants select certain informants whom they perceive to be more reliable than others. We investigated whether the knowledge states and familiarity of informants impact infants' selectivity when receiving and using information: Do infants prefer knowledgeable over ignorant and familiar over unfamiliar informants? Our studies extended previous research concerning infants' use of others' knowledge states by adding different learning contexts (laboratory, infants' homes) to investigate the local-expertise hypothesis (Stenberg, 2009) and by measuring behavioural consequences of others' visual perspective on infants' information use (e.g., Brooks & Meltzoff, 2002). We further addressed contradictory research on infants' preferences when learning from familiar/unfamiliar adults (e.g., Walden & Kim, 2005, Zabartany & Lamb, 1985). The studies are part of a submitted dissertation in developmental psychology and are based on psychological theories (e.g., Bandura, 1971) and reliability research (e.g., Harris & Lane, 2013). In our innovative-methods experiments including 14- and 19-/20-months-olds we used a social referencing, an imitation, and a hiding-game paradigm. We analysed our quantitative empirical data with inference statistics (e.g. ANOVA). The voluntary participation was handled with special respect for infants' and parents' comfort and safety. Results give new insights in infants' use of others knowledge states (e.g. challenges the local-expertise hypothesis) and in their selectivity to informants' familiarity (e.g. depends on infants' age). The study has implications for future research and ECEC practice with infants in their second year of life.

Keywords: selective social learning, infants as active learners, informants' knowledge states, informants' familiarity, learning context

#### **Observing and understanding two-year-old children's decision-making in dialogue**

PENNY LAWRENCE, University of Roehampton, United Kingdom

This presentation draws on the findings of a doctoral thesis about how two-year-old children make decisions in dialogue. It considers the most relevant others involved and how children may have a dialogical relational regard for others rather than an instrumental attitude. One of the three case studies in the thesis builds on the 'Being in Relation' project at Pen Green Centre for Children and their Families (Lawrence, Howe, Howe, and Marley 2014), which considered children's intentions and relations. It is also informed by previous dialogical project work with places and materials in Reggio Emilia (Reggio



Children 2007) The research is underpinned by a dialogical meta-theoretical framework (Linell 2009) encompassing multi-modality and embodiment to value the non-verbal communication and meaning-making important in the understanding of younger children. The children's experiences are phenomenologically, contextually, and socially co-constructed by parents, educators, children and the researcher in dialogue in a participatory interpretative approach. Multi-modal interaction video analysis of critical episodes of decision-making privileges attention to the children's expressions and responses. The ethical relationships in the research value multiple perspectives (EECERA 2014) and the voices of the participants in dialogue. The study presents a theoretical perspective to understand the most relevant others involved in the children's dialogue. The findings suggest a dialogical approach to interpreting how these two-year-old children make decisions with dialogical agency. Parent and educators' perceptions of children's decisions made with dialogical agency may be shared and refined leading particularly to higher literacy and understanding in non-verbal interactions in practice.

Keywords: dialogue, agency, decisions, two-year-olds, interpretation

## **SYMPOSIUM SET D / 21**

### **INNOVATION IN EDUCATION, LEARNING AND PARTNERSHIP**

Self-organised Symposium

CHAIR: INGER MARIE LINDBOE, Oslo and Akershus University College of Applied Sciences, Norway

This symposium presents a Norwegian innovation Project run by Department of early years' teacher education at OAUC, Norway, funded by the Norwegian Research Council

#### **Innovative collective learning in placement**

KAREN MARIE EID KAARBY AND INGER MARIE LINDBOE, Oslo and Akershus University College of Applied Sciences, Norway

The aim of this study is to enhance educational quality through innovative practices and redistribution of responsibility between students in placement, staff in kindergarten and teachers at campus. Our research questions are: 1) What promote and inhibit learning in students' placement? 2) In which ways may collective learning processes be enhanced in kindergartens? Earlier research indicate that there is potential for increased collective learning in placement (Raelin 2008). The professional, specialised knowledge in kindergartens may be difficult to discern because the professional base of knowledge is often tacit (Steinnes, 2014). The study has a socio-cultural perspective on learning. Key concepts are community of practice, informal and formal learning, and experienced based knowledge. The approach is qualitative, and methodologically it seeks to combine Developmental Work Research and Action Research. Methods used are dialogue seminars, recorded interviews with students and staff in addition to diverse actions in placement. Ethical perspectives are discussed with the participants as co-researchers, and anonymity of the empirical material are secured. Preliminary findings indicate that students and supervisors want increased influence on assignments, and it is regarded as an advantage that all staff members are involved in students' learning processes. The kindergartens as learning environments will profit from better structures for distribution of knowledge. The findings will be discussed. This project introduce new learning environments and assignments based on close collaboration between students, staff, supervisors and teachers. The aim is to ensure the needs of each student and needs of the profession field.

Keywords: innovative practices in placement, collaboration, learning environment, quality in teacher education, action research

#### **The kindergarten as an equal partner in the early childhood teacher education**

ANNE FURU, Oslo and Akershus University College of Applied Sciences, Norway

The Research aims to illuminate some of the complexity of factors affecting when professional educational institutions are collaborating with workplaces where the students' future profession is performed. The paper is based on previous research works concerning work based studies in ECTE at The University College of applied sciences in Oslo and Akershus (HiOA) in Norway focusing students' professional learning (Furu & Granholt 2012, Lindboe & Kaarbye 2012, 2014 and Lafton & Furu 2017 in progress ). The data sources are illuminated in theoretical perspectives regarded partnership and coherence between cooperative educational organisations (Hammerness 2006) and discursive and linguistic power (Foucault 1999 and Derrida 1976). The paper is based on a qualitative study conducted by the author of the paper. There were made five different focus group interviews. The groups were organised in students (1) teachers (2), managers (3), coordinators (4) and mentors (5). Each group got the same questions concerning perceiving current practice and future possibilities for equal partnership between the educational institution and the placements in ECTC. The interviews were taped and transcribed and ethical considerations are approved by Norwegian Centre for Research Data. The data sources are sorted in some common concepts emerging through the analysis. The research design is part of the Project called "Innovation in education, learning and partnership" funded in the Norwegian Research Council. The paper is discussing the needs of involving all stakeholders

involved in the students' professional Learning processes. The importance of breaking dominant hegemony at The University College and recognising the knowledge in the Kindergartens as equal with academic.

Keywords: collaboration, partnership, equality, democracy, professional learning

#### **Challenging the concept of reflection in students placement periods**

TOVE LAFTON, Oslo and Akershus University College of Applied Sciences, Norway

Student reflections in placement periods is a complex, but rarely contested, term in early childhood teacher education. The aim of this presentation is to challenge the idea of reflection as logical and natural in student placement periods. A common assumption in the field is that placement learning is best situated within communities supporting learning (Lave and Wenger), together with a mentor possessing skills and knowledges in professional counselling. As an implication the importance of critical reflection has been highlighted, conceptualised as putting theory to work in practice and at the same time challenging implicit assumptions and questioning taken-for-granted practices (Webster-Wright). To investigate the concepts of placement Learning and reflection, a sociomaterial framework inspired by Latour's (2005) concept of translation is Applied. Through a post-orientation to Narrative Research (Tamboukou 2010), written stories and reflective talk with groups of placement teachers are analysed to explore the concepts. Ethical perspectives are discussed with the participants as co-researchers, and anonymity of the empirical material are secured. In discussing the implications of moving from reflection understood as mental work connecting to earlier thinking and concepts, to reflection understood as constant remaking of professional practice through ongoing intra-actions with both human and non-humans in the kindergarten placement period, the presentation highlight reflection as a traveling concept (Bal 2002). Reframing reflection as a concept will imply exploring not-yet-known actions in placement practices, involving knowledges going. Beyond the traditional mentoring system in today's education. This also require activating both theory and practice in various ways.

Keywords: mentoring, reflection, placement, student learning, socio-material

### **SYMPOSIUM SET D / 22**

#### **ADULT-CHILD INTERACTIONS**

##### **Individual Papers**

CHAIR: ARIANNA PUCCI, Istituto degli Innocenti - Florence, Italy

#### **Questions quality of interaction in Norwegian ECEC - How do staff members experience and express quality of interaction?**

ANNE-GRETHER BAUSTAD, Nord University, Norway

This study seek to capture preschool teachers, children-and youth workers and assistants' view on what constitute high quality of interaction in Norwegian ECEC. The study is a part-study of a doctoral thesis defined under the national research project 'Better Provision for Norway's Children in ECEC' (BePro). It also builds upon work related to The Netherlands Consortium Kinderopvang Onderzoek (NCKO) study. Theoretically, the framework draws upon phenomenography and the interpretivist paradigm. It is however also guided by research and theories related to quality of interaction in ECEC and its impact on children's wellbeing and development. The study is grounded within a qualitative research methodology and individual interviews has been carried out with 12 preschool teachers and 11 children- and youth workers and assistants' in different ECEC departments. The study follow ethical standards and privacy policies approved by the Norwegian Social Science Data Service and the Norwegian Data Protection Authority. Preliminary findings from the interviews will be presented. What kind of ideas do preschool teachers, children-and youth workers and assistants hold regarding high quality of interaction and how do their understanding correlate with research and theories on quality of interaction? High quality of interaction is described as key factors regarding quality in ECEC. This study aims to contribute new research-based knowledge concerning preschool teachers, children-and youth workers and assistants' descriptions of high quality of interaction. By doing this, this study also contributes to increase the research-based knowledge about different understanding of quality of interaction within Norwegian ECEC.

Keywords: Norwegian ECEC, quality in ECEC, quality of interaction, fostering wellbeing and development, professional understanding

#### **Becoming a preschooler: A study of children's relations with their teachers, peers and objects and the implications these relationships have in terms of becoming a "preschool student"**

LOK TIN TSE, The Education University of Hong Kong, Hong Kong

This study explores how the discourses of schooling together with material objects contribute towards children's identities as a preschool student within a Chinese context. Peer relationships are important in terms of children's own evolving identities and children's social as well as emotional well-being (e.g. Broker & Woodhead, 2008). Early years education studies that centre on 'relation', 'relationships' and identity' have recognized the significance of non-human materials and institutional practice and structures (e.g. Jones, 2013). However, the studies are mainly located in the West and dominated

by an adult's perspective. This study drew on both post-structuralism and post-humanism. It adopted an ethnographic approach. It used visual research methods and qualitative methods. It included preschoolers' perspectives where the focus was on their interactions with adults, peers and non-human materials. Field data from on-site observation, photo-interviewing with children and interviewing with teachers were analysed via Conversational Analysis. Photographs are analysed via Visual Discourse Analysis (Albers, 2007). Data were kept confidentially. Participants' consents were obtained. Results show that the divide that traditionally separates 'the subject' from 'the object' is fluid. That is, objects also have agency and they can as a consequence use their agency in order to inter-relate with children. It is through studying these complex networks between children and objects and objects and children that the study reveals forms of learning that would otherwise escape us. The social, cultural and educative practice that occur between children and one another and children with objects impacts on the pedagogical practice and pedagogical repertoire of teachers.

Keywords: material objects, kindergarten children, agency, networks, introduction period

#### **Reminiscing and future talk conversations in early childhood long daycare centres**

REBECCA ANDREWS AND PENNY VAN BERGEN, Macquarie University, Australia

The aim of this study is to examine the contribution of early childhood educators to children's autobiographical memory through talk about past and future shared events. Contemporary research into children's autobiographical memory has investigated the role of parents, predominantly mothers, in scaffolding children's emerging memory, cognitive and language skills (Fivush, Haden & Reese, 2006). Our study considered the role of educators because even though educator conversation is a quality indicator and is emphasised in training programmes, nothing is known about how educator-child conversations contribute to children's memory of events in their lives. Autobiographical memory research draws upon post-Vygotskian theories that claim a child's linguistic and conversational skills develop via conversations with familiar adults that subsequently facilitate the child's ability to compose an organised memory or prospective narrative (Nelson & Fivush, 2004). Twenty-one educators were recruited and each paired with a younger (27-36 months) or older (48-60 months) children (n=85) who were regularly in their care. At separate time points educator-child dyads discussed novel/familiar past and future events. Conversations were coded for elaborative style, temporal and mental state references. All participants were asked for consent and allowed to withdraw from the study without prejudice. Participants' identity and data has been confidentially maintained. Educator elaboration and use of temporal terms differed by temporal (past/future) focus, whereas educators' use of mental state language varied significantly depending upon event novelty (novel/familiar). Educator elaboration varied significantly depending upon qualifications. This study will inform educator talk best practice and instigates new ways of evaluating educator-child conversations.

Keywords: autobiographical, memory, elaboration, reminiscing, future talk

### **SYMPOSIUM SET D / 23**

#### **MOTHERS' BELIEFS AND VALUES REGARDING EARLY CHILDHOOD SOCIALISATION**

Self-organised Symposium

CHAIR: NAOMI WATANABE, NTT Communication Science Laboratories, Japan

Parental beliefs and values affect parents' decisions and parenting practices (e.g., Hastings & Grusec, 1998). Three papers in this symposium examine mothers' beliefs and values regarding early childhood socialisation with respect to childcare quality (paper 1), socialisation goals (paper 2), and parent-child book reading practice (paper 3). Paper 1 identifies the key indicators in childcare quality that mothers value most. Paper 2 reveals the similarities and differences between mothers' and teachers' socialisation goals. Paper 3 presents an innovative picture book search system based on mothers' feedback. The implications of these papers will be discussed in relation to cultural values and parenting practices.

#### **What is important in my child's childcare? Mothers' beliefs about childcare quality in Japan**

NAOMI WATANABE (1) AND NOBUKI KAWASAKI (2), (1) NTT Communication Science Laboratories, Japan; (2) Kansai University, Japan

To create an operational definition of childcare quality and develop an appropriate evaluation system, we investigated Japanese mothers' beliefs about childcare quality. Although there has been an increasing attention to ensuring high quality childcare in Japan, childcare quality has not been defined clearly and the existing evaluation system is incomprehensive and not widely used (Watanabe & Kawasaki, 2015). It is critical to hear the voice of people involved in childcare services, including parents and teachers, to have a common understanding of childcare quality, and work together to make improvements (Hayashi, 2014). 27 mothers of 5 year olds completed a questionnaire and interview asking their beliefs about childcare quality, including what they value regarding childcare quality and why they chose the childcare centre for their child. All participants voluntarily participated in the study and signed consent forms. The confidentiality and anonymity were guaranteed. The results show that the mothers value more the process quality, especially teacher-child interactions, than the structural quality, as many mothers seek for teachers' sensitivity and responsiveness to child's individual needs. Additionally, 88% of them stressed the importance of teacher-child interactions promoting social-emotional learning. On the other hand,

the leading reason for their choice of childcare was the convenience, such as location and school bus. These findings indicate that mothers place great importance on not only teacher-child interactions meeting child's needs but also practical aspects meeting parents' needs, when they evaluate childcare quality. The implication will be discussed in light of cultural context and Japanese childcare licensing/accreditation.

Keywords: mothers' belief, childcare quality, teacher-child interaction, evaluation system, culture

#### **A comparison of mothers' and teachers' socialisation goals in German childcare centres**

LISA SCHRÖDER, University of Applied Sciences Magdeburg-Stendal, Germany

The present study aimed at investigating socialisation goals of mothers and teachers in four German childcare centres. In Germany almost all children in the age 3 to 6 attend a childcare centre (94%). Consequently, it is a place where families with diverse backgrounds and different value systems meet (Döge & Keller, 2014). Teachers' values might not only be influenced by their own background but also the principles emphasised during their education and their pedagogic guidelines the so called orientation plans established by the federal states (Borke, 2013). We thus wanted to investigate similarities and differences in mothers' and teachers' socialisation goals and their relations to sociodemographic variables. Mothers' (N=109) and teachers' (N=73) socialisation goals (education, autonomy, obedience, and prosociality) were assessed as part of a bigger study via a questionnaire. Each scale consisted of four items rated on a Likert-scale ranging from 1 (I don't agree) to 6 (I absolutely agree). Participants received written information about the project and had the chance to ask questions. In case they were willing to participate they signed a consent form. Results revealed that mothers and teachers did not differ in their emphasis on education and autonomy. However, mothers valued the socialisation goals of obedience and prosociality significantly higher than teachers. Results on socialisation goals as related to sociodemographic variables such as educational background will also be presented. The results will be discussed with respect to implications for childcare practice and parental cooperation.

Keywords: socialisation goals, early childcare, child development, families, parental cooperation

#### **Pitarie: A system to find picture books that match children's ages and interests**

TAKASHI HATTORI, SANAE FUJITA, KAZUO AOYAMA, TESSEI KOBAYASHI AND YUKO OKUMURA, NTT Communication Science Laboratories, Japan

The present study aims to develop a picture book search system which can assist parents in achieving socialisation goals for their children. Previous research has shown that parent-child book reading has numerous benefits for children, such as language development (e.g., Whitehurst, 1988). However, parents tend to experience difficulties choosing picture books suitable for their children's ages and interests when using existing search services. "Pitarie" is a picture book search system based on a graph-based similarity search algorithm (GSS) which is effective for multi-modal search and visualisation. Pitarie analyses textual and image features of picture books by natural language and image processing. Given a text or image input, Pitarie provides a list of picture books relevant in regards to contents and readability. We interviewed 16 mothers of 0-2 year olds about what they expect from parent-child book reading and their feedback after using Pitarie. All participants voluntarily participated in the study and signed informed consent forms. The interviews revealed that through parent-child book reading, mothers want to promote their child's development of language, sense of colour, creativity, emotions, and interest in books. Using Pitarie, mothers found picture books that matched their child's age and interests by typing in the name of their child's favourite book, or sentences which roughly describe a book that their child wants to read. Pitarie can enhance parent-child book reading by assisting parents in choosing picture books.

Keywords: picture book, search system, information technology, child education, parenting support

### **SYMPOSIUM SET D / 24**

#### **SCIENCE: TEACHERS' BELIEFS, PERSPECTIVES AND KNOWLEDGE**

##### **Individual Papers**

CHAIR: KENNETH EKSTRÖM, Department of Applied Educational Science, Sweden

#### **Preschool teachers pedagogical content knowledge in Mathematics, Science and Technology - What is possible to teach?**

KERSTIN BÄCKMAN AND ANNIE HAMMARBERG, University of Gävle, Sweden

The aim of the research is to investigate how preschool teachers' content knowledge (CK) and pedagogical content knowledge (PCK) can be understood in relation to mathematics, science and technology (MST) in preschool i.e. the knowledge and values that underlie preschool teachers' choice of content and how it effects teaching in preschool. Teachers' knowledge of how children learn and the specific knowledge of how all children can be involved in the classroom is one of the components of PCK (Shulman, 1986) that together with issues of gender, class and ethnicity form the framework of the study. Data will be analysed with support of Shulman's theory (1986) and the sociocultural perspective (e.g. Rogoff, 2003, Wenger, 1998). A survey was conducted together with a reference group consisting of experienced preschool managers and preschool

teachers. The survey is based on concepts that derive from Shulman (1986) and on the objectives spelled out in the national preschool curriculum (National Agency, 2016). The survey has been sent to 2000 Swedish preschool teachers and has been analysed by multivariate methods. We follow ethical guidelines on anonymity and confidentiality from the Swedish Research Council (2011). Findings provide knowledge on how preschool teachers talk about MST, what words they use and their pedagogical content knowledge in relation to their teaching about mathematics, science and technology. The findings show the preschool teachers PCK and also needs and dilemmas when teaching MST content in preschool activities.

Keywords: preschool teacher, Mathematics, Science, technology, pedagogical content knowledge

#### **Turkish pre-service early childhood teachers' science teaching self-efficacy beliefs**

ITHEL JONES (1) AND AHMET SIMSAR (2), (1) Florida State University, United States; (2) Kilis University, Turkey

The purpose of the study was to examine the relationship between Turkish early childhood preservice teachers' self-efficacy beliefs about teaching science, and the nature and extent of their teachers' mentoring during the teaching practicum. Recent research findings have suggested that it is the mentoring provided by classroom teachers that influence preservice teachers' performance when they teach science (Bandura 1997, Campbell & Kovar, 1994, Hudson et. al, 2009). Mentor teachers' beliefs about science teaching could have an impact on preservice teachers' self-efficacy beliefs about science teaching. Correlational analyses were used to measure the relationships between the mentor and preservice teachers' self-efficacy beliefs, and the mentoring practices and preservice teachers' self-efficacy beliefs. Ethical issues were considered including adhering to appropriate university procedures and guidelines for the ethical conduct of research. Informed consent was obtained from all of the adult participants. There was a statistically significant correlation between the mentor and preservice teachers' self-efficacy beliefs. There was also a correlation between the time spent teaching science and the preservice teachers' self-efficacy. Also, correlated with the preservice teachers' self-efficacy beliefs were the measures of mentor teachers' modelling and feedback. The findings suggest that when preservice teachers are given opportunities to see the outcomes of their teaching, and receive constructive feedback from their mentor teachers, they will probably have more confidence in their teaching, and thereby increase their self-efficacy beliefs.

Keywords: preservice teachers, early childhood science, self-efficacy beliefs, mentoring activities, teacher education

#### **Opportunities and obstacles for science in Swedish preschools: Views from a community perspective**

KENNETH EKSTRÖM (1), BODIL SUNDBERG (2), CHRISTINA OTTANDER (3) AND KARIN DUE (3), (1) Umeå University, Sweden; (2) Örebro University, Sweden; (3) Umeå University, Sweden

The aim has been to examine preschool teachers' beliefs about natural science education and what those beliefs might mean for practice. A particular focus has been on the notions of science as a learning object and requirements to support emergent science. (Siraj-Blatchford, 2001, Johnston, 2008). Preschool teachers has the potential to work with science to introduce the science culture (cf. Akerson et al. 2011) and help children to develop "Working theories", for relationships and phenomena in nature (cf. Peters & Davis, 2011). "The study draws upon Activity theory (Engeström 1987, 1991, 2010) and builds upon a previous study (Sundberg et al. 2014). The interpretative study has been conducted in 14 preschools where ethnographic data is produced. Personal and written information about the project and informants rights were given and all data were anonymised and is kept in confidentiality. The children were afforded a broad and permissive way of investigating the surrounding world. Educational environments in which science appeared as evident learning objects were characterised by a cohesive community of practice where teachers were framing and leading the science learning Educational cultures where the teacher is allowed to actively frame and lead such activities seems to be a requirement for keeping the focus on the science content. Educational culture must be supported by a generally strong community that share basic values and views.

Keywords: preschool, science activities, community, educational culture, activity theory

### **SYMPOSIUM SET D / 25**

HOLISTIC WELLBEING SIG: PROFESSIONALISM AND WELLBEING

Self-organised Symposium

CHAIR: ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

This symposium draws upon diverse aspects related to the role of professionals/teachers in early childhood. The first presentation is about practitioners' self-compassion upon challenging moments in ongoing relational pedagogy in toddler childcare. The second paper discusses ways through which early childhood teachers navigate critical emotional reflexivity as part of professional knowledge construction. The third paper addresses how professionals and children co-operate in order to develop children's environments and children's perspectives on holistic wellbeing. This symposium underlines the professional role, relational pedagogy, reflexivity and co-operation as key elements in working with young children and their families.

### **Practitioners' self-compassion in challenging interactions with toddlers**

LONE SVINTH, Aarhus University, Denmark

The study investigates how practitioners' self-compassion influences their relational approach to challenging interactions with toddlers in Danish ECECs. Research finds that coping with their own negative emotional reactivity in response to challenging interactions with toddlers, is a major stressor for practitioners that can influence cognitive functioning, self-efficacy, and motivation (Carson et al. 2010). The study is framed within the Danish philosopher Løgstrup's (1997) ethics and his phenomenological analysis of how human existence is entangled/intertwined with the life of other human beings. Self-compassion is not perceived as a personal attribute but as part of the ECECs' cultural and social embedded practices which practitioners inhabit and make available to themselves and others (Taggart, 2016). A qualitative research methodology is applied in order to study the sociocultural entanglement of the practitioners' self-compassionate pedagogy (Taggart, 2016). Written narratives (Hansen, 2009) from 20 ECEC practitioners are analysed (Braun & Clark, 2006). A qualitative case study approach is selected to give voice to the practitioners' experiences. Written informed consents were obtained from practitioners and pseudonyms applied (Zeni, 1998). The practitioners experience that self-compassion (1) is a prerequisite for compassion (2) influence their relational approach to challenging interactions with toddlers. Relational struggles with children can lead to compassion fatigue and redrawing from challenging interactions. If self-compassion is acknowledged as key to ethical pedagogical practice, it is important to address how practitioners can thrive as self-compassionate professionals. Policy and management must facilitate and co-create ECEC practices that allow practitioners and toddlers to experience self-compassionate pedagogy.

Keywords: self-compassion, toddler ECEC, practitioners, narratives, sociocultural theory

### **This is wrong: Early childhood teachers navigating critical emotional reflexivity as part of professional knowledge construction**

JO ALBIN-CLARK, Edge Hill University, United Kingdom

This study aims to report on the perceptions of six early childhood specialist teachers who have undertaken a peer-to-peer mentoring project. An evaluation of the project by the participating university led to a further research enquiry into the role that emotions played for teachers as they began to question their existing beliefs and values. The significance of emotions in ECE is established both in policy and practice (Elfer, 2015) and is part of the professional identity of teachers (Zembylas, 2003). Within the discourse of early childhood professionalism there are traces of the potential emotional consequences that can lead to feelings of disempowerment (Osgood, 2006) and even incompetence (Bradbury, 2012). Madrid et al. (2010) suggest that reflexivity can disrupt existing ideologies and sees emotions as sites of action and resistance. The theoretical frame for this study is developed from concept of 'critical emotional reflexivity' (Zembylas 2008, 2015). This notion recognises the role that the role that emotions play in challenging existing ideologies. Taking an interpretative paradigm, this study adopts qualitative methodologies and uses six semi-structured interviews to understand the perceptions of teachers involved in a peer-to-peer mentoring project. Ethical processes have been approved by the researcher's institution and are based on national guidelines (BERA, 2014). The main finding of this study is the significant role that emotions play when closely held ideologies are challenged. Nurturing teacher's professional knowledge needs to acknowledge the role that emotions play when ideological beliefs are disrupted.

Keywords: critical emotional reflexivity, teacher emotion, mentoring, ideology, professional knowledge

### **Wellbeing and children's environment in ECE - How do professionals and children co-operate in the area of tension between social pedagogy and early education in Danish ECE?**

ANETTE BOYE KOCH, HANNE LAURSEN, HANNE HEDE JØRGENSEN AND PIA RAUFF KRØYER, VIA University College, Denmark

The aim of the study is to explore how professionals develop a learning environment in ECE settings in response to the voices of children. How professionals comprehend and work with children's environments and perspectives and how physical, psychological and aesthetic dimensions of children's environment contribute to childhood wellbeing. The study refers to previous work exploring childhood wellbeing from a child perspective (Koch 2013). Children's environment is conceptualised with reference to Muchow (1935). We refer to modern childhood sociology, but also call upon the fact that Danish ECE pedagogy has evolved from theories and methods dating more than 100 years back. Wellbeing is conceptualised with reference to positive psychology (Ryff & Keyes, 1995). The research is inspired by phenomenology, and we have a narrative approach, which we understand both as a phenomenon and a method (Clandinin 2013). Ethnographic field studies and narrative workshops with professionals and children were carried out during a year in two ECE institutions. The inquiry depends on informed consent and voluntary participation. Data is anonymised and high ethical standards are applied to minimise any distress caused throughout the research. Professionals mention space and material conditions, psychological dimensions and, to a lesser extent, aesthetical dimensions as good environmental practice. Children are preoccupied with play, making fun, food, physical activity, experiments and things out of the ordinary in the pursuit for wellbeing. Professionals cooperate with children as an integrated part of their pedagogical practice. The study offers knowledge regarding how professionals meet children as active participants in Danish ECE.

Keywords: children's perspectives, environment, wellbeing, professionalism, ECE

## SYMPOSIUM SET D / 26

### TRANSFORMING ASSESSMENT EVALUATION DOCUMENTATION IN EARLY CHILDHOOD PEDAGOGY: SEEKING POTENTIALITIES 2

Self-organised Symposium

CHAIR: ELISABETTA BIFFI, University of Milano-Bicocca, Italy

In the field of ECE and pedagogy the issues of assessment, evaluation and documentation are having central role in research and practice that are concerned with effective ways of assessing, evaluating and documenting children's development and learning. Moreover the issues of children's and parents' voices, participation, involvement and engagement in these processes are seen as a challenge when early childhood educators try to align effective practices and values with external pressures such as policy, government standards. Thus this second two self-organised symposium seeks to explore the potentialities of assessment, evaluation and documentation in ECE drawing attention to the pedagogy and open up a discussion of alternative way of thinking about these concepts vs approaches oriented by government policies focused on the notion of academic achievement, attainment and "testology".

#### **Anecdote as a tool of pedagogical documentation in ECE**

ELISABETTA BIFFI, University of Milano-Bicocca, Italy

This paper discusses the anecdote as a tool of pedagogical documentation for ECE. This exploratory research is based on case studies where anecdotes have been used to recognise and communicate children's educational hi/stories to families. This work is supported by the studies on the role of documentation for giving a voice to children (Rinaldi, 2004, Giudici, Krechevsky & Rinaldi, 2001), on the *écriture d'expérience* (Cifali & André, 2007) and on the role of narrative in pedagogical documentation (Biffi, 2014). The theoretical framework of this study is a hermeneutic approach (Van Manen, 1990), through which a narrative shape can be given to the experience. A strategy of collective case studies (Yin, 1994) has been realised, analysing anecdotes as a tool of pedagogical documentation. All the cases included in the study have been analysed with the consent of the services, professionals and families involved. One main aspect of the study is the participative role of anecdotes as a practice of 'advocacy', to give a voice to the children and to their active role in 'living their learning'. The study shows the potential of anecdotes for narrating education, it underlines the importance for professionals to be trained in order to be able to compose anecdotes which can authentically be representative of the children's perspective. In this sense, documenting by anecdotes requires a specific competence from teachers in observing children: teachers are required to be able to look at children as the protagonists and authors of their own education.

Keywords: pedagogical documentation, anecdote, ECEC professionals, ECE, narrative

#### **Art as documentation**

FRANCA ZUCCOLI AND ELISABETTA BIFFI, University of Milan-Bicocca, Italy

How the educational documentation may use forms of artistic production? This study aims to analyse the documentation forms of the educational process using artistic practices. Often art is used in educational institutions, to promote the development of the expressive potential children. Many authors have expressed themselves in this area with different perspectives (Dewey, 1953, 1995, Dallari, 1998, 2005, Francucci, 2014, Francucci, Vassalli, 2005, Munari, 1981, 1984, Stern, 2012, Steiner, 1949). At the same time it increased the need to document these processes and to use the same documents as a form of artistic expression. For this research, we use theoretical multidisciplinary paradigms: art education (Dewey, 1951, Read, 1954), art based research (Sullivan, 2010), pedagogy of early childhood (Dewey, 1949, Edwards, Gandini, Formann, 1995). Referred to the method, the research was conducted with collective case studies (Yin, 1994). We use qualitative

approaches with flexible tools to explore the reflective dimension that emerge. All the cases included in the study have been analysed with the consent agreement of services, professionals involved. The conduction of the investigation meets legal precepts with due authorisation of responsible of the children. The consent too was negotiated with the children, seeking respect the uniqueness of each individual involved. The results indicate the need to open a debate on the use of art in educational environments as a documentation tool. The research aim is to allow the recognition, recording a series of practices that choose to use art to make clear the paths of knowledge made by children.

Keywords: education through art, art based research, documentation, children, educator

## **SYMPOSIUM SET D / 27**

### **EQUAP - ENHANCING QUALITY IN ECEC THROUGH PARTICIPATION**

Self-organised Symposium

CHAIR: ANKIE VANDEKERCKHOVE, VBJK Centre for Innovation in the Early Years, Belgium

We know that quality of ECEC is a complex issue that cannot be defined by professionals only. For ECEC to be accessible and meaningful, it is important that the users of ECEC, children and their parents, also experience a service having quality, defined from their perspective. This EQUAP project (Erasmus+) focusses on the ways in which parents are (getting) involved in ECEC services. The project as such aims at: Identifying, testing and mainstreaming (innovative) participation practices, particularly in the context of diversity; Improving practitioners competences in participative strategies and approaches by learning from each other across borders; Improving integration and interaction among children, parents, researchers, practitioners, families and the community; Addressing the participation as process and develop indicators In this symposium, we will present some of the results and methods that have been used to look into different ways of parent participation.

#### **The meaning and the importance of parent participation: An international study**

MATEJA REŽEK, Educational Research Institute, Slovenia

EQUAP - an international project enhancing quality in ECEC through participation and involving 11 partners (IT, SE, PT, SI, BE, LV, GR) - investigates how parent participation is being designed and put into practice in different ECEC settings, identifying and testing best practices and innovative methods of family participation and improving the professional development on this issue. The research was influenced by literature about the competent system (Urban et al., 2011), democratic approaches to family participation (Guerdan et al., 2002, Rayna et al, 2010, Lindeboom and Buiskool, 2013) and the relationship between quality and participation in ECEC (EU Quality Framework, 2014). Theoretical framework is rooted in ecological systems theory (Bronfenbrenner, 1979) and shares the common understanding among the Equap partners that parent participation is a matter of principle, a continuous process, an attitude and not just a method to reach a certain goal. Used is a qualitative research methodology, based on interpretive phenomenology approach. Data were collected through semi-structured interviews and focus group with practitioners. Appropriate ethical consents were obtained and data were gathered and disseminated in line with the EECERA Ethical Code (2014). The findings point to the need for pedagogical strategies and tools that can promote active participation and engagement, thus promoting participation culture within ECEC institutions. Parents as first educators are the major partners of ECEC services and parent involvement is considered to be a quality indicator for ECEC. Because of this, there should be greater focus on developing parent participation in ECEC in wider EU context.

Keywords: quality, participation, democracy, inclusion, co-construction

#### **The learning method and benefits of job shadowing**

MOJCA RANKL (1), LINDA PAVITOLA (2) AND ANKIE VANDEKERCKHOVE (3), (1) Vrtec Otona Župančiča, Slovenska Bistrica, Slovenia; (2) University of Liepaja, Latvia; (3) VBJK Centre for Innovation in the early years, Belgium

With the research we get a closer look on, how parent participation and involvement is being designed and put into practice in different ECEC settings, identifying and testing best practices and innovative methods of family participation and improving the professional development on this issue by Job shadowing. The research was influenced by literature about the shadowing as method for continuing professional development in schools (Craft, 2002). The theoretical framework, rooted in Bronfenbrenner's ecological system (Bronfenbrenner, 1979), is the understanding among the Equap partners that parent participation is a matter of principle, a continuous process, an attitude (not just a method to reach a certain goal). An action research was used to approach job shadowing. It requires strong support for practitioners on both ends, in depth follow-up. E.g.: focus areas as guidelines to concentrate on the issue at stake, time for reflection and feedback, develop where, why, when, what to do next, evaluate and share gained knowledge afterwards. Practitioners chose freely to join and were well informed and supported throughout. Appropriate ethical consents were obtained and data gathered and disseminated in line with the EECERA Ethical Code (2014). Job shadowing is a valuable method of shared learning and can be used for different themes. Learning from colleagues in unknown settings is an eye-opener and cannot be learned from books. Job shadowers all mentioned a strong 'boost' both on the professional and personal level. ECEC policies need to fully invest in different learning methods and support for practitioners, including methods of shared learning on the job.



Keywords: quality, participation, shared learning, inclusion, co-construction

### **Enhancing, testing and evaluating practices of family participation in ECEC - Results and perspectives from an international research project**

ELENA LUCIANO (1), MASSIMO MARCUCCIO (2) MIGUEL PRATA GOMES (3), IVONE NEVE (3) AND BRIGITE SILVA (3) (1), Università degli Studi di Parma, Italy; (2) University of Bologna, Italy; (3) Escola Superior de Educação de Paula Frassinetti, Portugal

The paper is produced within an international project oriented to enhance quality in ECEC through participation that involved 7 partners (IT, SE, PT, SI, BE, LV, GR) and focuses on some results of a research on testing and evaluating practices of family participation in some preschools after a job shadowing activity. This study relates to literature exploring both the quality development through a participatory process in ECEC (OECD, 2012) and the potential of a qualitative shadowing method (McDonald, 2005, Ferguson, 2016). The ecological approach of participation (Bronfenbrenner, 1979) is used, parents and practitioners are considered as co-authors of ECE. The research used a mixed approach of evaluation, yielding both qualitative and quantitative data (Greene 2007, Giovannini, Marcuccio, 2012). Data were collected through: semi-structured questionnaires (both to parents and practitioners), analyse of written and visual documents made by the practitioners, individual interviews to practitioners, focus group with practitioners. All participants have been involved with full information about the content, purpose, process and results of the research. The confidentiality and anonymity of participants were respected. After the job shadowing activity, the practitioners faced the challenge to test in their own context new practices of family participation. This implicated a complex process of contextual adaptation and planning of the practice, definition of goals, methods, constraints and expected results, evaluation of the practice both by families and practitioners. The process has a significant impact on the educational project, on the professional development and on the images and evaluation of family participation within ECEC.

Keywords: quality, participation, job shadowing activity, professional development, evaluation

### **SYMPOSIUM SET D / 28**

#### **MULTICULTURAL EDUCATION FACILITATED BY LEVINSKY COLLEGE IN ISRAEL: STUDENTS' SMALL GROUP WORK**

Self-organised Symposium

CHAIR: CLODIE TAL, Levinsky College of Education, Israel

The aims of the symposium are to show how multicultural attitudes, knowledge and practice emerge in the preparation of ECE student teachers at Levinsky College in Israel. Furthermore, we will show how students' formation and guidance of small groups are effective in empowering children and how they form critical perceptions related to diversity both in the preschools' manifest and hidden curricula. We will show how marginalised (either due to various disabilities or cultural diversity) children's voices are listened to and how division of power among children and among marginalised children and adults becomes egalitarian. All these in a national and global context that is ambivalent towards the values and practices advanced by multiculturalism. Educational practices presented -small heterogeneous group work included- emerge from Allport's (1954) contact theory stating that inter-group relations improve when the contact is characterised by: 1. equal status, 2. common goals, 3. inter-group cooperation, 4. support of "authorities" (Pettigrew, 2004).

#### **How small heterogeneous group enhances multicultural education and inclusion in the preparation of ECE students?**

CLODIE TAL AND SIGAL TISH, Levinsky College of Education, Israel

The main aim is to show how the preparation programme at Levinsky College builds for the student teachers a foundation of knowledge and practices that has the potential to enhance students' commitment to each child's wellbeing and learning opportunities regardless of his or her background. We will show students' understandings related to impact small heterogeneous groups have on diverse children. Cooperative learning was found beneficial in schools (Slavin 1997, 2012, Johnson & Johnson, 1994, Sharan, 1989). Few studies were focused on small groups in ECE: Wasik (2008) found its implementation as infrequent and misunderstood. Research based on Allport (1954) intergroup contact theory and on multicultural education Bank (2009, 2013), sociocultural theory (Vygotsky, 1978) and (Malaguzzi, 1993). A multiple case studies (Yin, 2014) methodology based on the mosaic approach (Clark & Moss, 2011) was employed. 230 cases were reviewed and 8 prototypical cases were selected for in depth inquiry. All student teacher agreed to participate in the study and their identities remained confidential by using pseudonym. Throughout the three years of preparation students appropriate gradually through theory and experience an interest in individual children and commitment to the wellbeing of each child. This approach was essential for leading small groups based on dialogue among children. Preparation programmes encouraging student teachers to get acknowledged with each individual in the preschool, before they are required to formulate teaching plans contributes to the students' socialisation with the heterogeneous small group work and to their gradual appreciation for children's various ways of engagement in activities.

Keywords: small heterogeneous group work, professional development, ECE, inter-group contact theory, one hundred languages

### **Small group work and multicultural education in the preschool promotes inclusion and empowerment of special needs children**

MICHAELLA KADURY-SLEZAK, SIVAN SHATIL, IRIS LEVY, CLODIE TAL AND SIGAL TISH, Levinsky Collodge, Israel

The aim of this study is to characterise students' sustained efforts to empower marginalised children in small groups and to explore how they form commitments to these children and guide small groups to assure their full participation. This study is related to previous research on cooperative learning (Slavin, 1997, 2012) and heterogeneous groups (Tal, in press). Inclusion is related to a discourse on human rights and about changing schools to be more responsive to the needs of all children (Mittler, 2000). Small heterogeneous group work is being perceived as an organisational tool that promotes children's participation, discourse among children and learning conditions for all children (Malaguzzi, 1993). Access, participation and support are the conditions necessary to assure inclusion. Participants in this study were eight student teachers in their third year in the ECE programme in Levinsky College. The methodology used is multiple case studies (Yin, 2014) based on the mosaic approach (Clark, 2011). Tools: in-depth interviews, students teachers' self-written reflections, posts in personal blogs, photographs and video documentations of their work. All students teacher agreed to participate in the study and their identities remained confidential by using pseudonyms. Findings reveal that marginalised children found various ways of expression that were magnified by the student teachers, students encouraged various channels of expression in order to enable marginalised children's active and meaningful participation in groups. Implications for practice: Working in sustained small heterogeneous groups in preschool years contributes to full participation of marginalised children.

Keywords: heterogeneous small group, marginalised preschool children, listening, one hundred languages, constructivism

### **Small group work and multicultural education in the preschool promotes inclusion and empowerment of children from diverse ethnic backgrounds**

IRIS LEVY AND SIGAL TISH, Levinsky College of Education, Israel

Research aims is to describe how student teachers belonging to diverse ethnic backgrounds employ small heterogeneous group and encourage ethnically diverse children to fully participate in the discourse. Heath (1983) argues in order for schools to become a meaningful equal place for all children teachers should enable the children to bring into the classroom their diverse experiences and ways of expressions. McNaughton (2001, 2002), stresses that schools should modify, adapt, or supplement classroom activities to better match those of the children's diverse families. Multicultural education includes the perception that children coming from various backgrounds should experience equality in school and it recognises that not all children have the same chances to thrive. Multicultural education should include: knowledge construction, content integration, prejudice reduction, equity pedagogy, empowering school culture (Banks, 2013, p.19). Participants in this study were eight student teachers in their third year. The methodology used multiple case studies (Yin, 2014) based on the mosaic approach (Clark, 2011). Tools: in-depth interviews, student teachers' self-written reflections, personal blogs, photographs and video documentations. All student teacher agreed to participate in the study and their identities remained confidential by using pseudonym Students learned how to enable discourse that promotes expression of individual children's culture. They succeeded to build collaboration among children based on knowledge of individual children's languages and culture. Empowering individual children was found helpful in promoting children's multicultural orientation in small heterogeneous groups. Students' intensive enthusiastic work in small groups had an impact on the teacher's attitudes and the culture of the whole preschool.

Keywords: multicultural education, constructivism, one hundred languages, listening, small group

## **SYMPOSIUM SET D / 29**

### **PRESCHOOL TEACHER EDUCATION IN TWO NORDIC COUNTRIES**

Self-organised Symposium

CHAIR: LIV GJEMS, University College of Southeast Norway, Norway

In this symposium, we will present three studies related to professionalism. The first is a survey study of preschool student teachers' subjective learning outcomes in the subject field of pedagogy in Norway and Denmark. The second is an interview study with preschool teacher educators about what conceptions they have about teaching in the subject fields of early literacy and children's language learning. The third study is a discourse analysis concerning how global and national policy documents influence preschool teacher education. Further how general global and national policy documents in the preschool education field influence both preschool teacher education and practical pedagogical work in preschools. The findings indicate that the preschool teacher students say that they have not learned much about how to use the knowledge in pedagogical practice. The preschool teacher educators confirm these findings. The discourse analysis is a preliminary pilot study and work in progress.

### **Student preschool teachers' subjective learning outcomes in Denmark and Norway**

LIV GJEMS, University College of Southeast Norway, Norway

The aim of this study is to examine preschool student teachers' subjective learning outcomes in the subject of pedagogy in Norway and Denmark. We aim to study and compare their evaluation of their learning outcomes about content knowledge, procedural knowledge and meta-knowledge. Research question: How do preschool student teachers evaluate their subjective learning outcomes at the end of their education? Studies of teacher education, Darling-Hammond et al, (2008) show that students take on different approaches to learning, ranging from approaches for surface learning to deeper learning, which has raised the long lasting research question of how to make students engage in the latter. Early et al. (2007) studied the relations between teachers' knowledge and quality of preschool education. Both subject knowledge and pedagogical knowledge will influence future preschool teachers' knowledge and practice. Knowledge is categorised into three knowledge types: 'knowing that', 'knowing how' and 'knowing why'. We have used a quantitative approach to map students' subjective learning outcomes in the subject of pedagogy. Subjective learning outcome is measured through 58 questions. Anonymity. There are no name on any questionnaire. We only know the name of the students' University. Preliminary findings show that the students are very satisfied with their content knowledge, but they are less satisfied with meta- and procedural knowledge. These two countries have quite similar goals for ECE, and by comparing the students' learning outcomes, we can learn from each other about how to promote children's learning and prepare future teachers to work in preschools.

Keywords: preschool, teacher education, teacher knowledge, children's learning, comparing

### **Teacher educator's conceptions on the importance of teaching students teachers about early literacy**

BENTE VATNE (1) AND LIV GJEMS (2), (1) Volda University College, Norway; (2) University College of Southeast Norway, Norway

The aims of the study is to examine what preschool teacher educators in Norway hold as important when teaching future preschool teachers about children's early literacy learning. This study is based on research by, among others, Neuman and Cunningham (2009) showing that the quality of the knowledge base student teachers obtain through education is of great importance to the quality of their pedagogical work. To participate in and guide children's early literacy learning, preschool teachers must have a substantial knowledge base that includes an understanding of children's language learning and the knowledge, skills and dispositions necessary to shape learning experiences that engage children and support their use of language (Dickinson & Caswell, 2007). To investigate what they hold as important we have interviewed six teacher educators from the subject field of Norwegian and six from Pedagogy. As teachers in Pedagogy, we know the subject field of Pedagogy better than we know the subject field of Norwegian. This might have influenced both the relation to the informants, the interpretation of the data and the presenting of the findings. The results show that the teacher educators are worried about the lack of time to teach about procedural knowledge for pedagogical work with children. Both groups seemed to be worried about the level of knowledge the student teachers gain concerning early literacy. It is a challenge to the education of preschool teachers that their educators worry about their lack of time needed to give a thorough education in this field.

Keywords: preschool teacher educators, early literacy, language learning, teaching, children's learning

### **Pedagogy, policy and preschool - A discourse analysis of early literacy in the field of preschool teacher education in Denmark**

IDA CHARLOTTE KORNERUP AND VIBEKE SCHRØDER, University College Copenhagen, Denmark

The aim of this study is to conduct a discourse analysis on how global, national and local policy documents influence preschool teacher education and the practical pedagogical work in preschools. The study is part of a larger Nordic research study (Gjems, Vatne, Schrøder and Kornerup). Previous studies of preschool teacher education (Vatne, Gjems 2014) shows that professional knowledge vary according to the consolidation act of education and that there seems to be connections between both global and national policy and the educational field (Kornerup, 2011). The discourse analysis is an integrated part of the larger study, due to the methodological approach (Fairclough 1992). Discourse is theoretically understood as three dimensional and will be analysed as text, discursive and social practice. The analysis will draw upon quantitative data (questionnaires conducted as part of the larger study) and qualitative data, conducted as text analysis of global and national policy documents combined with observations in the field of education & practice and interviews with professionals. The purpose of observations and interviews is to investigate the discursive and social pedagogical practice. The observations and interviews will be anonymous. We also secure permission for conducting observations in practice. Politically there has been an insistent global attention on monitoring equality in ECEC (OECD 2001, 2015). Specifically the focus on language and literacy has been a strong component of the implementation of the learning curriculum in Danish preschools. This focus has affected both preschools and education. During this century, the preschool teacher education has been revised three times.

Keywords: discourse analysis, preschool, teacher, education, policy

# SYMPOSIUM SET E

## Thursday 1<sup>st</sup> SEPTEMBER

### 14:00 – 15:20

#### SYMPOSIUM SET E / 1

LOOK WHO'S TALKING: ELICITING THE VOICES OF CHILDREN FROM BIRTH TO EIGHT

Self-organised Symposium

CHAIR: LORNA ARNOTT, University of Strathclyde, United Kingdom

This symposium explores issues relating to the complex, challenging and under-researched area of facilitating, listening to, and interpreting the voices of very young children. It arises from discussions during a recent international seminar series hosted by the University of Strathclyde: Look Who's Talking (<http://www.strath.ac.uk/whystrathclyde/news/givingchildrenavoicetheirownlearning>) in January and June 2017. The objective of this symposium is to build on the seminar outcomes to codify the original groups' understandings with a wider audience, as well as to further develop thinking. We will use ethical and pedagogical dilemmas, solicited from practitioners for the seminar series, exemplifying the practice of eliciting voice in the early years (0-8 years), as starting points. This will mirror the approach to enquiry around transition suggested by Dockett and Perry (2014), where examples of practice are used to promote discussion of the issues. We present papers exploring issues of ethics, participation and guidance available around eliciting young voices.

#### **Developing ethical spaces for eliciting voice with young children**

KATE WALL, University of Strathclyde, United Kingdom

This paper aims to use an ethical lens to explore the spaces created in early years settings for the purposes of eliciting voice (in its broadest sense). Young children can give insight and complexity of voice if the space is framed appropriately (Cremin and Slatter 2004, Robinson 2014). This depends on adults' beliefs about children's capacities and capabilities (Komulainen 2007), as well as the tools used (Black, Swann, and Wiliam 2006) including the dominance of speech and language (Taylor 2014), the topics consulted about (Rudduck 1980) and the role and position of the adult in the process (Lansdown 2010). The nature of a space for eliciting voice combines a range of factors and will be investigated from two related positions, process and output, enabling a contextual and continuous reflection on the ethics involved (Wall 2017). Vignettes of practice submitted to the Look Who's Talking seminar series will be used to engage with the notion of space. Analysis will focus on how the different aspects of space combine to be supportive (or not) of young children's voice. The intent of this research was fundamentally ethical in conception. The vignettes were submitted by practitioners and anonymised before synthesis stage. Discussion will focus on the emerging characteristics of an effective space with comparisons to the wider voice field, dominated by work with older age ranges (Clark and Moss, 2011). The paper will conclude by asking how practices with young children differ to those used more widely and suggest implications for future practice.

Keywords: voice, democratic spaces, ethical processes, student voice, vignettes

#### **Eliciting pupil voice in a creative writing through the arts project**

MALLIKA KANYAL, Anglia Ruskin University, United Kingdom

The paper explores the multiple interpretations and the use of the concept of pupil voice by thirteen primary school teachers in the east of Essex (England), through an ongoing project which focuses upon the use of various arts techniques in supporting pupils' creative writing in primary schools. The paper builds upon previous work of children's participation in designing their learning environments (Clark, 2010) and the 2008 recommendation of the UNCRC monitoring committee advising UK schools for greater implementation of Article 12, to encourage adults to listen more to pupils' views. The inclusion of more 'listening' mechanisms in classrooms are explored from two different positions, Dewey's (1903) notion of democratic education and the increasing use of prescriptive and positivistic methodologies in education (Winterbottom and Mazzocco, 2016). The teachers are following a programme of professional development with creative artists to help them incorporate various arts techniques in supporting pupils' creative writing. Evidence of pupil voice, after the implementation of arts forms into teachers' practice, is collected through classroom visits. All appropriate ethical consents are obtained following university's and BERA's ethical research guidance. The paper presents interim findings from the project by sharing examples of good practice and teachers' reflections on the use of pupil voice in classrooms. The paper opens up a debate on the value and marginalisation of democratic approaches to meaning making within a prescriptive education system, and whether there is sufficient guidance available for the existing teachers and practitioners to support them in eliciting pupil voice in the classroom.

Keywords: pupil voice, participation, participatory methods, UNCRC, democratic education

### **Eliciting voice from children under three years old: Pedagogical and research dilemmas**

LORNA ARNOTT, University of Strathclyde, United Kingdom

This paper will explore the complexities of eliciting voice from children from birth to three years old, who are not able/choose not to access spoken language. We build on seminal works on voice and listening by Clarke and Moss (2001), Carr (2001), Christensen (2008), Dockett and Perry (2007) & Einarsdottir, J., Dockett, S., & Perry, B. (2009). We explore how these principles and ideologies can be applied to eliciting voice from very young children. This paper is conceptualised from Dewey's perspective on "tools as a mode of language" (Dewey, 1938) and is explored in an early years context by linking to Malaguzzi's Hundred Languages. A case study approach (Yin, 2013) was adopted to gather vignettes of pedagogy practice, detailing the tools typically used to listen to very young children. Appropriate ethical consents were obtained and data disseminated in line with the EECERA Ethical Code (2015). This paper offers a reflective dialogue, supported by empirical vignettes, of the intricacies associated with eliciting voice from birth to three. We draw on well-established pedagogic practice to offer some examples of 'Tools for Talk' which may be applicable for pre-verbal children. We reflect on lessons learned from practice that demonstrate the successes, dilemmas and challenges of eliciting young children's voice from the age of birth to three years. There is an overall lack of guidance or guiding principles relating to facilitating, listening to, and interpreting the voices of very young children. This paper offers a starting point for developing this guidance.

Keywords: voice, listening, dilemmas in pedagogic practice, under 3s, case study

### **SYMPOSIUM SET E / 2**

#### **CROSS-NATIONAL CULTURES AND TRADITIONS IN EARLY CHILDHOOD DEVELOPMENT (ECD)**

##### **Individual Papers**

CHAIR: MARGARET KERNAN, International Child Development Initiatives, The Netherlands

#### **A culture based approach to rights and a rights based approach to culture: Lessons learnt from Palestine**

MARGARET KERNAN (1), FARID ABU GOSH (2) AND NICO VAN OUDENHOVEN (1), (1) International Child Development Initiatives, The Netherlands; (2) Trust of Programs of Early Childhood, Family and Community Education, Israel

This funded study seeks to evaluate the application of Froebel's pedagogy in supporting practitioner-parent collaboration and enhancing children's opportunities to play through holistic practice. Practitioner-parent partnerships have a solid theoretical background, supported both rhetorically and by legislation (DfES, 2007). However, research indicates that practice often falls short of the ideal, for reasons such as the managerial discourse that constructs parents as potential consumers and the challenges faced when performance is prioritised over creativity (Khan, 2014, Wilson, 2014, Zhang, 2015). A distinctly Froebelian pedagogy of 'Living with children' underpins this study, which acknowledges the importance and value of the relationship between children, family members and practitioners, and the role of play as a central, integrating element in children's development and learning. Four sessions were delivered to thirty-five practitioners and parents from seven nurseries. The sessions were evaluated based on the parent's and practitioner's feedback and five individual interviews. Pre and post-surveys were also conducted to identify the general views deriving from all the participating nurseries. Confidentiality and anonymity were ensured at all times. Informed consent was obtained by all participants who were aware of their right to withdraw from the study. Findings indicate that a continuum of play activities supported the collaboration between practitioners and parents. The holistic Froebelian approach promoted inclusiveness and solidarity which facilitated practitioner-parent partnerships. The study contributes to deepening the understanding of the applications of Froebelian principles in contemporary contexts. The evidence can inform policy and the way in which high quality early childhood services can be encouraged.

Keywords: Froebelian pedagogy, parent-practitioner collaboration, playful pedagogies, intergenerational relations, rights

#### **Preschool teachers as keepers of traditions and agents of change**

TÜNDE PUSKÁS AND ANITA ANDERSSON, Linköping University, Sweden

The aim of the study was to explore how preschool teachers work with the Curriculum task to "pass on a cultural heritage, its values, traditions and history, language and knowledge, from one generation to the next" (Skolverket 1998/2016: 5). The study draws on Bruner's (1996) theory of cultural socialisation in educational contexts and relates to previous studies on performing cultural traditions in preschools (Puskás & Andersson 2017, Lappalainen 2006, 2009). In the analysis we draw on Bakhtin's (1981) theory of intertextuality according to which participants in a social field borrow from the context that surround them and produce their own narratives and practices. The study adopts a social constructionist perspective. Video-observations were conducted in two preschools. The corpus for this paper consists of eight videotaped observations that cover the practices associated with the Easter tradition. The video data was transcribed and the transcripts were thereafter analysed through content analysis. Information about the study was given to the teachers, children and parents and written approval was obtained from the parents and the teachers. The children were asked to give an oral consent. From the analysis we can conclude that performing Easter can be understood as a bricolage of old and new, where parts of the tradition are reconstructed while other parts are combined with new ideas. Given the fact that the Swedish Education Act stipulates that

education in all preschools should be non-confessional - performing Easter, a tradition with Christian roots, constitutes a challenge for the preschool teachers.

Keywords: cultural socialisation, traditions, intertextuality, video observations, preschool teachers

## **SYMPOSIUM SET E / 3**

### **PARTICIPATION AND INCLUSION**

#### **Individual Papers**

CHAIR: JACKIE BRIEN, Department of Education and Training, Australia

#### **Opportunities for citizenship: Examining the community engagement of childcare centres**

KRISTI LEKIES, The Ohio State University, United States

This study examined the extent to which childcare centres are engaged with the communities where they are located. Nine opportunities were explored including field trips, community service, festivals, taking walks, and guest speakers. This research draws upon past work discussing the need to engage young children as full citizens through community participation and educational institutions (Hart, 1997, Moss, 2007, Rinaldi, 2005). The study is based on sociological, geographical, and historical understandings of childhood. Today, childhood is increasingly organised into formalised spaces that are protected, age-segregated, and indoors (Riney-Kehrberg, 2014, Zeiher, 2003). Children often remain invisible in their communities, as time outdoors is limited and outdoor settings are marginalised as learning spaces (Kernan, 2010). A survey was sent to childcare centres in a Midwestern state in the United States (N=154). Centre websites and newsletters were examined to identify specific examples of community engagement. Participants were randomly selected from a publicly available list of childcare centres. They were sent a letter describing the study and indicating their participation was voluntary and that they could withdraw at any time without penalty. Consent was indicated by their willingness to complete and return the written survey. Findings indicate that participation in these activities is limited, although the majority of centres engage in some activities on at least an occasional basis. Discussion will include the roles that childcare centres can play in their communities, ways to involve children, and the importance of neighbourhood walks.

Keywords: civic engagement, social exclusion, community, walking, citizenship

#### **Enabling young children with disabilities and their families to exercise 'choice' and 'control'**

JACKIE BRIEN (1), JANE PAGE AND JEANETTE BERMAN (2), (1) Department of Education and Training, Australia; (2) University of Melbourne, Australia

Australia, like many countries around the world, is in the process of implementing a new policy environment for people with disabilities, based on the constructs of 'choice' and 'control' over their service provision. This research aims to identify practices which support early childhood professionals to enable young children with disabilities and their families, to exercise choice and control. Previous research by Dunst, Trivette and Hamby (2007) identified positive help-giving practices to support development of children with a disability. McWilliam (2010) and Moore (2013) highlight the importance of development occurring within the everyday contexts of home and ECEC. These perspectives are explored alongside new research examining the concepts of choice and control, by Ramcharan (2013). Bronfenbrenner's ecological theory of child development frames this research. The research takes the form of a comprehensive literature review. Relevant literature was examined to ensure concerns about identifying individuals were addressed through maintaining confidentiality and potential for bias in interpretation was mitigated through checking back with researchers and participants. The researcher reflected deeply on her work, utilising early childhood Australia's Code of Ethics to explore dilemmas and findings. The constructs of 'choice' and 'control' represent a strengthening of the current family-centred practice. Child and family agency is based on relationships where power is shared, and mutual goals and action take place. Participatory practices with young children with disability assist in developing their own agency. Early childhood professionals are well placed to support children and families to exercise choice and control over service provision.

Keywords: disability, families, partnerships, policy, service provision

#### **Inclusion and agency: Participation in ECE**

ANKE KÖNIG, KATJA FLAEMIG AND ANNA BEUTIN, German Youth Institute, Germany

This paper examines participation and agency in preschool settings, particularly as they relate to the education of disabled children. Important previous research works are studies on play and social interaction in preschool. The research approach is stimulated by diversity pedagogy (Prenzel 2006) and "practice turn" (Schatzki, Knorr-Cetina, Svingny 2001, Reckwitz 2003). The research program contains ethnographic and video graphic data. The data were collected in daily routines in preschools. The interest lies on children with and without disabilities. In this presentation the focus lies on the videographic data. The data directs the attention strong on the children's experience in preschool life. We accompany the children one hour of their preschool day (N=40 children: 20 with and 20 without disabilities, n=18 preschools). First codes were explored from the

ethnographic study and verified by the videos. The codes were used to start an iterative analyses process. We are following a strong qualitative approach (ethnographic approach: Strauss 1998, Soeffner/Hitzler 1994, Deppermann 2008, video graphic approach: Tuma/Schnettler/Knoblach 2013) to explore preschool routines on demand of inclusive practice. Ethical considerations are: voluntary participation, high involvement of all actors and a respectful atmosphere. Active Participation of children was measured by their influence of preschool routines and practice. First findings show that children's influence in preschools routines is not as high as expected. Findings and methodology were discussed against the background of human rights and the convention of the rights on children. Vignettes of the study could be used for teacher training.

Keywords: human rights, inclusion, ECE, qualitative research, teacher training

## **SYMPOSIUM SET E / 4**

### **CHALLENGING VIEWS ON ASSESSMENT AND INTERVENTION**

#### **Individual Papers**

CHAIR: DEIRBHILE NIC CRAITH, Irish National Teachers' Organisation, Ireland

#### **'Has this been proven?' - Concerns on evidence and ethics**

DIETLINDE WILLOCKX AND AN PIESSENS, Karel de Grote University College, Belgium

Triggered by the first conference theme, we would like to discuss some concerns about the focus on evidence-based research in advocacy for early childhood services and in society as a whole. We sure believe that evidence based research can provide valuable information, for instance on what can be fair (re)distributions of available resources. But we also feel that concentrating on evidence leaves aside a larger discussion on why we would strive for social justice and what kind of world we would want to pass on to our children. Brain research has for instance proven that children living in poverty are learning slower. But do we really need expensive research on children's learning achievements to decide that it is unfair that they live in poverty? And what about the families of these children? That their learning has not been studied does not make it less unjust that they are poor. In this presentation we will take theory of social justice (Rawls, Sen, Nussbaum) and ethics of care (Tronto) as a starting point. We will present reactions of students in ECE on the aforementioned ethical theories and on ethical concepts such as freedom and responsibility. We will ask all students a written permission to use their comments. Discussing the students' reactions, we will point out the importance of explicating the ethical framework underlying policy and political choices. We believe that explicating ethical assumptions makes decisions more democratic and hence more accessible for children, their families and for childcare workers.

Keywords: evidence based, ethics, worldviews, policy and politics, social justice

#### **Children "just" playing are learning - Does that need to be tested?**

KRISTIN KARLSDOTTIR, University of Iceland, Iceland

The aim is to explore the value of children's play for their learning. Research shows that children learn from participating in play and other interesting activities (Johnson et al., 2013, Wood, 2014). In spite of that, some propose a more school-like provision for young children (OECD, 2011, 2015). Rogoff (2003) shows that children participating in communities usually find ways to understand others' perspectives and support others' involvement, while Corsaro (2015) underlines that participation in a group of children takes place within the rules of the peer culture. The methodology is ethnographically inspired, children's experiences were described in detail and carefully interpreted, leading to the construction of representative cases. Confidentiality and anonymity of data was attended to by gaining informed consent, reducing power imbalances, and building trust between the researcher and the participants (Clark, 2005, Dockett, 2008). This study reports on children taking part in play, where they built knowledge about how to be participants in a group and together constructed experience. Children used different means when trying to gain control within the group - control that they most often shared with peers, nevertheless, sometimes conflicts remained unresolved and children (especially those of minority groups) were marginalised. Preschool teachers might consider how to address the contradictory issues taking place when children participate in play, and take into an account the nature of children's peer culture. All concerned about valuing children's needs, interests, and rights might gain from exploring the particularities of children's play to gain a better understanding of their learning.

Keywords: play, learning, children's rights, peer cultures, participation

#### **Expanding the breadth of skills for success: Approaches to learning as a pathway to academic achievement**

ANDRES BUSTAMANTE AND ANNEMARIE HINDMAN, Temple University, United States

Aim-1: Employ descriptive statistics to understand the nature of approaches-to-learning in a nationally representative sample of children in Head-Start. Aim-2: Examine the ability of approaches-to-learning to mediate the relationship between classroom-quality and academic school-readiness. Classroom-quality predicts approaches-to-learning (Domínguez, Vitiello, Maier, & Greenfield, 2010). Approaches-to-learning predicts math/language outcomes (McWayne, Fantuzzo, & McDermott, 2004). Approaches-to-learning is a protective factor between low classroom-quality and reduced academic outcomes in Head

Start (Meng, 2015). Approaches-to-learning skills like persistence, sustained-focus, peer communication/collaboration, and openness to new/challenging experiences, are fundamental for navigating the preschool classroom (Fantuzzo, 2004). These skills allow children to engage in the classroom, to better learn and retain academic content (Li-Grinning et al., 2010). This secondary data-analysis used structural equation modelling to demonstrate an indirect effect from classroom-quality to academic school-readiness through approaches-to-learning. All participants were consented prior to the study and were allowed to discontinue participation at any time. The data file for this secondary data-analysis was de-identified before being shared with the authors of this study. In (N=2202) low-income preschoolers classroom-quality predicted gains in approaches-to-learning ( $B=0.150$ ,  $p=0.047$ ), gains in approaches-to-learning in turn predicted gains in academic school-readiness ( $B=0.099$ ,  $p>.001$ ), while classroom-quality did not directly predict gains in academic school-readiness ( $B=-0.006$ ,  $p=.909$ ). This pattern of results demonstrates an indirect effect of classroom-quality on academic school-readiness through approaches-to-learning. Interventions for children living in poverty must go beyond literacy/numeracy to develop dynamic learning-skills that equip children to deal with challenges in, and beyond the classroom walls. This allows them to become productive citizens of the 21<sup>st</sup> century.

Keywords: preschool, approaches to learning, classroom quality, head start, academic school readiness

## **SYMPOSIUM SET E / 5**

### **MATHEMATICS IN TRANSITION TO SCHOOL**

Self-organised Symposium

CHAIR: OLIVER THIEL, Queen Maud University College, Norway

Early childhood mathematics is very different from mathematics at school. That makes it difficult for children to see connections and to use experiences from early childhood in school settings. The first two studies presented in this symposium explore transition from informal early childhood settings to more formal school settings with focus on children's mathematics. The third study is about mathematics anxiety which is often a result of students' earlier experiences at school. This is one out of four symposia organised by the SIG Mathematics Birth to Eight Years.

#### **Continuity in Mathematics in the transition from kindergarten to school in Norway**

CAMILLA NORMANN JUSTNES AND ANNE HJØNNEVÅG NAKKEN, Norwegian Center for Mathematics Education, Norway

The aim of this research is to explore the outcomes of a teacher development programme (PD) about mathematical continuity in the transition from kindergarten to school. The projects' foundation is research from other Nordic countries (Brostrøm, 2000) and a governmental document on the importance of high-quality transition from kindergarten to school (Kunnskapsdepartementet, 2008). The document relies in large part on the research described by Fabian and Dunlop (2002). Little has been documented on mathematical continuity in this transition. PD-programme structure was inspired by the Japanese lesson study and involved teachers from both kindergarten and 1st grade. Content was influenced by research from NCTM on PD (Doerr et al, 2010). The study is action research and framed within a qualitative paradigm. We used a mixed-method research design. We had a quantitative survey with open questions and focus group interviews that were conducted qualitatively. The data was analysed qualitatively and quantitatively. A written consent was retrieved from 35 teachers, and their answers were coded to keep their anonymity safe. All participant could withdraw from the study at all times. The teachers reported that cooperation across institutions gave valuable insights into each other's learning methods and ways of working mathematically. Some teachers reported on continued cooperation in addition to the project. Our findings indicate that the PD-model represent a new way of collaboration about mathematics. Similar models for PD should be made available for all teachers working with children in the «age of transition».

Keywords: Mathematics, transition, professional development, kindergarten, lesson study

#### **Adult relationships that support the mathematical learning of children making the transition to school**

WENDY GOFF, Swinburne University, Australia

This presentation reports on an inquiry that was focused on identifying and understanding the processes that adults engage in when establishing and maintaining relationships that support young children's mathematical learning during the transition to school. The aim of the inquiry was to identify and understand the processes that teachers and families engage in when coming together to support the travel of young children's mathematical understandings across different sites. This work builds on previous work in EC mathematics education, home-school partnership, social relationships, and transition to school. The Indigenous lens of the Cultural Interface (Nakata, 2000) was drawn upon to examine the space that was created when adults come together. This afforded a way to gain a better understanding of adult relationships that support the mathematical learning of children making the move to school, including how such relationships emerge and are maintained in action. The inquiry employed a Design Based Research (DBR) Methodology to design and implement a small-scale intervention at two different sites. Data were collected through researcher field notes, participant diaries, email data and video recorded team meetings. Human Ethics Approvals were obtained prior to the commencement of this research. The findings presented provide insight into adult relationships (that focus on the mathematical learning of children) as they emerge in action,



including what support might be necessary to facilitate adult relationships in the context of starting school. Recognising adult experiences in policy and practice might enhance these processes and enrich and support the mathematical learning of children.

Keywords: transition, mathematics, partnerships, relationships, early years

#### **Early childhood teacher students' mathematics anxiety**

OLIVER THIEL (1) AND LARS JENßEN (2), (1) Queen Maud University College, Norway; (2) Freie Universität Berlin, Germany

Many people dislike mathematics. Young children will like mathematics only if early childhood professionals have positive attitudes towards early mathematics. The presented study focuses on two affective-motivational aspects: mathematics self-efficacy (MSE) and mathematics anxiety (MA). The aim of the study is to analyse how MSE and MA affect teacher students' performance. The research is based on work by Jenßen et al. (2015) and Thiel (2010). Beliefs and attitudes are an important part of competences. MSE is an "assessment of an individual's confidence in her or his ability to successfully perform a particular math-related task" (Hackett & Betz, 1989). MA is defined as "feelings of tension and anxiety that interfere with the manipulation of mathematical problems" (Richardson & Suinn, 1972). It is a quantitative cross-sectional study with a paper-and-pencil-questionnaire and an opportunity sample. We used an adapted version of the MSE scale developed by Jerusalem and Satow (1999) and the Mathematics Anxiety Scale - Revised (MAS-R) by Bai, Wang, Pan, and Frey (2009). Students' participation in the study was voluntary and anonymous. MA affects students' performance as expected. MA is affected by students' age. Older students are less anxious. MSE has a suppressor effect on MA. Higher MSE leads to lower MA which leads to better performance in the exam. But when MA is controlled, higher MSE causes lower performance. Our findings suggest that positive experiences with mathematics in daily life and preschool situations can help students to overcome their anxiety. Furthermore, working on a realistic mathematics self-efficacy is important.

Keywords: mathematics anxiety, self-efficacy, early mathematics, pre-service teacher education, beliefs

### **SYMPOSIUM SET E / 6**

#### **MULTILINGUAL CHILDHOODS SIG: CHILDREN'S VOICES IN MULTILINGUAL INTERACTIONS**

Self-organised Symposium

CHAIR: SANDIE MOURÃO, Nova University, Portugal

With a rise in immigration worldwide and concern for ethnic minorities and their linguistic rights, our society is not only becoming increasingly multilingual but recognises the importance of respecting a child's linguistic repertoire and the opportunities this brings to both share and encounter other languages in an ECEC context. These languages include local dialects, minority languages, heritage languages, the community or majority language(s) and even foreign languages, which are being introduced at ever-earlier ages. This symposium consists of three presentations which focus on multilingual peer interaction in diverse ECEC contexts - a bilingual Arabic-Hebrew context in Israel, a multilingual context where Swedish in the children's lingua franca and a foreign language context in Portugal, where children learn English. Each presenter shares research that demonstrates how children interact with each other using their linguistic repertoires in a variety of ways to play and enjoy being together.

#### **The role of language experts in novices' language acquisition and socialisation: Insights from an Arabic-Hebrew speaking preschool in Israel**

MILA SCHWARTZ, Oranim Academic College of Education, Israel

The study aim was to examine patterns of the young language experts' sociolinguistic behaviour in a bilingual Arabic-Hebrew-speaking preschool. We explored how the preschool teachers reflect on their 'use' of the phenomenon of experts. In the context of peer interaction and L2 learning in the classroom, it has been distinguished between two types of peers: novice L2 learners and L2 experts. Angelova et al. (2006) found that during science lessons in English, the L1 English-speaking children played the role of language experts, whereas in the same science lessons in Spanish, the L1 Spanish-speaking children played the role of language experts. From a sociocultural learning theory perspective, the mediation is viewed as a process, central to learning through interaction. Our research paradigm was interpretive, longitudinal ethnography. Data were collected throughout academic year and included video recordings of the children's conversations and interviews with the teachers and the children. We received permission to perform video recordings in the preschool from the Israeli Ministry of Education and the children's parents. The teachers and all children expressed their willingness to participate in the study. The names of the preschool and participants have been changed. Our findings show that in addition to the experts' role as language mediators, they also played the role of social mediators. The young experts were able to manage language policy in bilingual classroom. We suggest to maximise the experts' mediation as a resource for young novices by navigating the experts' social mediation.

Keywords: language experts, language acquisition, language socialisation, Arabic, Hebrew

### **Making friendship with limited language resources: How second language learners achieve intersubjectivity in Swedish as a lingua franca**

POLLY BJÖRK-WILLÉN, Social and Welfare Studies ISV, Sweden

The overall aim of the paper is to explore how bilingual preschool children, in front of two different alphabet charts, achieve intersubjectivity in their conversation using the in situ available cultural artefacts and interactional resources. Most studies on preschoolers L2 learning have focused on interaction between native speakers and L2 learners (Blum-Kulka & Gorbatt, 2014, Grøver Aukurust, 2004, Tabors, 2008). Few studies however have investigated how preschool children with diverse language backgrounds socialise and interact using the lingua franca language at hand. The analytical framework of the study is influenced by ethnomethodological work that focuses on participants' methodical ways of accomplishing and making sense of social activities (Garfinkel, 1967). The video data are drawn from a single interactive episode between three boys and a girl, aged four. The transcriptions and analysis are informed by conversation analysis and work on talk-in-interaction (Sacks, 1984). The research follows the ethical guidelines of the Swedish Research Council. The children, and the parents who consented to their children being part of the study and being video-recorded, signed their informed consent. The analyses show that the children's trajectory of establishing intersubjectivity was partly bothersome as their interpretation of the alphabet charts diverged, due to differences in their language knowledge and earlier experiences. Hence, to attain joint understanding they used a range of communicative resources (Björk-Willén, 2016). The paper aims to contribute to a wider understanding of children's L2 learning as a complex trajectories edged with setbacks and successes, especially when the children have diverse language backgrounds and experiences.

Keywords: L2 learners, conversation analysis, intersubjectivity, preschool children, communicative resources

### **Child-initiated play and peer interaction in a foreign language**

SANDIE MOURÃO, Nova University, Portugal

The objective of the study was to investigate the impact of structured child-initiated play in a foreign language (FL) on the children's FL development. There has been little research into structured child-initiated play in a FL, however Mourão (2014) has highlighted the importance of play to enable an integrated approach to FL learning, in a low exposure context. Sociocultural theory links communicative purposes with social relationships, cognition and human learning (Daily-O'Cain & Liebscher, 2009) and research into peer interaction requires a belief in the child as an active agent (Blum-Kulka & Snow, 2004). A group of eighteen 5-6 year olds were observed on 17 different occasions during structured child-initiated play activities in the FL. Using observation field notes, photos and interviews with children and their educators, the data was analysed considering Blum-Kulka and Snow's contextual features of peer talk (2004: 298) considering the collaborative, multi-party, symmetrical participation structure of the activities and the shared worlds of these children's classroom culture. Confidentiality was overcome by ensuring anonymity. All participants were informed of the research objectives and disseminations and gave consent. The results provide evidence of children taking expert-novice roles, which prompted FL use. Results also support the notion that child-initiated play in a low exposure FL context is both possible and desirable. The study suggests that both pre-primary professionals and language teachers require clear guidelines to ensure children's right to play in a FL as such becoming active participants in their learning experience and engaging in age-appropriate activities in the FL.

Keywords: peer interaction, child-initiated play, foreign language education, learning areas, integration

## **SYMPOSIUM SET E / 7**

### **CROSS-CULTURAL MODELS OF PARENT ENGAGEMENT**

Individual Papers

CHAIR: ANNA KIROVA, University of Alberta, Canada

### **Cultural brokering with Syrian refugee families with young children**

ANNA KIROVA, SOPHIE YOHANI, REBECCA GEORGIS, TERESA MEJIA AND REBECCA GOKIERT, University of Alberta, Canada

This research explored the psychosocial adaptation needs and challenges of Syrian refugee families with young children through the insider perspective of Cultural Brokers - professionals who act as bridges between people from different cultures and support the resettlement of these families. To support children's adaptation, the needs of the whole family must be addressed. However, less is known about the psychosocial adaptation needs (e.g., sense of belonging, identity) of refugee families (IRCC, 2016, Silove, 2006). The work is grounded in a framework of social integration (Ager & Strang, 2008) and a model of psychosocial adaptation (Silove, 1999). Cultural Brokers are participants and collaborators in this qualitative research. Four focus groups with eight brokers were conducted and service gaps that impact the resettlement and psychosocial adaptation of the Syrian families were identified. Interviews with the brokers were also conducted to discuss the practice of cultural brokering and ways this work meets the psychosocial needs of the Syrian refugee families. Ethics approval was obtained from the University Ethics Review Board. Support and guidance is needed in the resettlement process and the current operational model of immigrant and refugee settlement organisations does not meet all the psychosocial

needs of refugee families with young children as they encounter numerous systemic barriers (e.g., difficulty accessing health, education, family services). Adopting cultural brokering as a model of support for refugee families with young children can help address service gaps and give families the additional support needed to better adjust to life in their new home country.

Keywords: refugee families, early childhood, resettlement, psychosocial adaptation, institutional barriers

**ECCD ideals meeting local perceptions of a good childhood: A study of Cambodian mothers' perceptions**

TALE STEEN-JOHNSENN (1), ANN CHRISTIN NILSEN (1) AND NICOLE DULIEU (2), (1) University of Agder, Norway; (2) Indochina Research, Cambodia

NGO interventions focusing on early childhood Care and Development (ECCD) are common in the Global South. We ask whether ECCD ideals correspond with Cambodian mothers' perception of a good childhood. Core ECCD principles are commonly accepted (Penn 2011). We ask whether there are local, alternative views challenging ECCD (Pence 1998 p 29). This project brings the perceptions of Cambodian mothers into that discussion. Pence, A. (1998). Reconceptualising ECCD in the majority world: One minority world perspective. *International Journal of early childhood*, 30(2), 19-30. Penn, Helen. (2011). Travelling Policies and Global Buzzwords: How International Non-Governmental organisations and Charities Spread the Word about early childhood in the Global South. *Childhood: A Global Journal of Child Research*, 18(1), 94-113. 'Parental ethnotheories' are used to unearth cultural belief systems with regard to the nature of children, development, parenting and the family (Harkness & Super, 1996). Harkness, S., & Super, C. M. (1996). Parents' cultural belief systems: Their origins, expressions, and consequences. New York: Guilford. We have used semi-structured focus group interviews with Cambodian mothers in ten different locations. Interviewers received ethical training. Informants were allowed to withdraw and were anonymised in the presentations. Cambodian mothers have corresponding parenting ideals to ECCD with some exceptions, for example in attitudes to corporal punishment. Overall, Cambodian parenting ideals correspond with international ECCD ideals. We ask if this is the case because there has been extensive permeation of such ideas into local contexts, or whether they represent an extension of already existing Cambodian parenting ideals.

Keywords: ECCD, global South, ethnoparenting, development ideologies, Cambodia

**Cultural models in conflict: Immigrant parenting during early childhood transitions**

REBECCA NEW, GINA ARNONE, LUCIA MOCK, HAO WU AND XUE RONG, University of North Carolina Chapel Hill, United States

The longitudinal study examines Chinese and Latino/a immigrant family life and parenting during children's transitions to preschool, kindergarten and first grade. This presentation focuses on parental decisions re dual-language learning and kindergarten readiness. This study builds on anthropological studies of parenting and child development, interdisciplinary research on immigrant social networks and school achievement, and developmental research on heritage language maintenance and school readiness. This study is guided by theories of cultural models of child development (LeVine, 1994, LeVine & New, 2007, Rogoff, 2003), and informed by sociological studies of transnational immigrant experiences (Rong, 2016) and critiques of 'model minorities' (Goodwin, 2008). Participants include 2 overlapping cohorts of 15 families (8 Chinese, 7 Latino) of children ages 4 - 7 in public or private preK, K and 1st grade. Data collection methods include ethnographic observations and open-ended interviews on parental goals, family routines and parenting practices. This study complies with all requirements of the University of North Carolina-Chapel Hill Institutional Review Board. Families are assured of confidentiality, including protection of information about documentation status. Study findings will highlight parental decisions regarding heritage language maintenance and kindergarten readiness, and challenge notions of model minorities and deficit perspectives of immigrant parent involvement in children's early education. Vignettes will illustrate the fluidity and resilience of cultural models as children and adults traverse between cultural settings both strange and familiar. Discussion focuses on cultural models in changing cultural contexts, common and diverse perspectives within and between immigrant populations, and implications for ECEC policy and pedagogy.

Keywords: immigrant parenting, early childhood transitions, cultural models, readiness, heritage language maintenance

**SYMPOSIUM SET E / 8**

TRANSFORMING ASSESSMENT EVALUATION DOCUMENTATION IN EARLY CHILDHOOD PEDAGOGY: SEEKING POTENTIALITIES  
1

Self-organised Symposium

CHAIR: IOANNA PALAIOLOGOU, University College London, United Kingdom

In the field of ECE and pedagogy the issues of assessment, evaluation and documentation are having central role in research and practice that are concerned with effective ways of assessing, evaluating and documenting children's development and learning. Moreover the issues of children's and parents' voices, participation, involvement and engagement in these processes are seen as a challenge when early childhood educators try to align effective practices and values with external pressures such as policy, government standards. Thus this is one of two self-organised symposia seek to explore the potentialities of assessment, evaluation and documentation in ECE drawing attention to the pedagogy and open up a

discussion of alternative way of thinking about these concepts vs approaches oriented by government policies focused on the notion of academic achievement, attainment and testology.

#### **A practice-oriented development of a didactical tool for observation, documentation and reflection in preschool**

SUSANNE KLAAR, University of Borås, Sweden

The aim is to contribute to the field of pedagogical documentation in preschool by developing a theory-based didactical tool for practice-oriented reflections on teaching and possibilities to learn. The Swedish preschool curriculum (Lpfö98/2016) highlights preschool teachers' responsibility to observe and analyse children's development and learning in order to develop the preschool practice. Despite this, former research shows that preschool teachers often observe and estimate children's individual maturity and development, and do not include a critical review, or a focus on the development of practice (Vallberg Roth 2012, Eidevald 2013, Formosinho & Formosinho 2015). As a result of this criticism, there is a demand for ways to observe, document, and reflect that highlight possibilities for learning from a practice-oriented perspective (Eidevald 2013). The theoretical starting point is John Dewey's transactional perspective (Dewey & Bentley 1949/1991), where learning can be described as undertaking actions and experiencing their consequences, changing actions and experiencing potentially new consequences. We will work together with teachers from two different preschools using a method based on Participation Action Research (Herr & Anderson 2005, McIntyre 2008, and Reason & Bradbury 2009). Ethical approval has been sought from the preschool teachers, and will be sought from the parents. The research project is in progress but results will be discussed as e.g. differences between preschools, and questions about diversity and multiculturalism in documenting processes. The ambition is, from a practice-oriented perspective, to deepen critical reflections about children's learning and the learning possibilities offered by preschools.

Keywords: pedagogical documentation, assessment, John Dewey, practice-oriented perspective, participation action research

#### **The 5Ws in assessment as an alternative to test based assessment in England**

IOANNA PALAIOLOGOU, University College London, United Kingdom

In England since the introduction of the early years Foundation Stage (EYFS), ECE has been subjected to policy pressures regarding children's assessment. There is an emphasis in assessment on school readiness and measurement against standardised government centralised developmental scales. Thus, this project aimed to explore alternative ways of observing and assessing in a way which creates collaborative opportunities for children, parents and practitioners to evaluate the learning environment in which children's play occurs. The project builds on a wealth of research in the field which addresses the complexities of assessment in ECE and argues against the pressures on measuring children's development by only collecting data (Black and William 1998, Carr 2001, Black, Harrison, Lee, Marshall and William 2002, Drummond 2003, Carr and Lee 2012, Dubiel 2014, Formosinho and Pascal 2016, Bradbury and Robert -Holmes 2016). Based on the Sutton and Herbet 1992 ASPIRE stages to assessment and reflecting on the didactic triangle's three questions (Hopmann 1977, Klette 2007), this research reported here aimed to investigate the content, process and motives of assessment. Qualitative data through observations and interviews involving three diverse early childhood settings over 12months. The EECERA ethical code has been followed. Data revealed that observations and assessments involve four important and distinguishable processes (5Ws) focusing on : What (content) Where (context) Which (issues) Why (process) Who ( control) There is a need to re-examine assessment in EYFS and move away from a culture of measurement and testing to a culture of exploring meaningful possibilities and functions of assessment.

Keywords: early childhood education, assessment, observation, collaborative process, curriculum

#### **The Mosaic in 4D: An analysis of how the Mosaic Approach (Clark and Moss 2001) can be used as critically reflective pedagogical documentation**

ZENNA KINGDON, Institute of Education at UCL, United Kingdom

I am seeking to consider how the Mosaic (Clark and Moss 2001) can be developed to become four dimensional by layering different data and utilising a longitudinal approach allowing for critical reflection on the part of the child, researcher and practitioner. Clark and Moss (2001) developed the Mosaic Approach as a framework for listening to young children where the voice of the child was privileged over the voices of the adults. They drew on the Reggio Approach and the hundred languages of children to consider how in socio-constructivist ways children could be enabled to demonstrate their views and experiences (Rinaldi 2005). I recognise the developing paradigm of early childhood which provides for children as agents in their own lives, capable beings who can participate and comment on their experiences (Hyde et al 2010, Mayall 2002, James and Prout 1997, Kingdon, Gourd and Gasper 2017). Qualitative data was generated with 8 children in two settings over a seven-month period. It included, observations, photographs, maps, drawings, conferences. This research adheres to the EECERA ethical code. 4D allows for thick descriptions of the child (Geertz 1973). The process of layering allows everyone opportunities to critically reflect and ask questions of themselves. Critical reflection provides a central tenet of the work of researchers and practitioners in early childhood. The layering of the Mosaic including not simply the researcher's reflections on the data but also others including practitioners and parents provides a critically reflective document that provides everyone with a greater understanding of the child.

Keywords: the mosaic approach, pedagogical documentation, critical reflection, children's voice, 4D

## SYMPOSIUM SET E / 9

### ENABLING ENVIRONMENTS FOR PLAY

#### Individual Papers

CHAIR: MARIA FIGUEIREDO, Polytechnic of Viseu, Portugal

#### **How do preschool children recognise their playgrounds?**

YUTA MIYAMOTO (1)(2), TAKAYO SUGIMOTO (1)(3), KIYOMI AKITA (1), MACHIKO TSUJITANI (1)(2) AND MACHIKO TSUJITANI (1)(2), (1) The University of Tokyo; (2) JSPS Fellow, Japan; (3) Aichi University, Japan; (4) Shiraume Gakuen University, Japan

This study examines preschool children's value of play, focusing on how they recognise their playgrounds. Practitioners and researchers must pay close attention to children's actions and voices (Malaguzzi, 1998), for there is an apparent difference about recognition of playground between children and adults (Lester and Maudsley, 2006). In Japan, recent research has also come to recognise children's playgrounds as tools for listening to children's voices (Miyamoto et al., 2016). This study employed the Mosaic Approach, which emphasises the importance of listening to children's voices (Clark and Moss, 2001). Other studies have shown that places where children play in could determine their definition of play (McInnes et al., 2013). We focused on children's photographs, followed by individual interviews, with reference to Einarsdottir (2008). Eight preschools were chosen for this study, with 196 participants ranging from four to six years of age. Children used cameras to take some three favourite playgrounds and they participated in interviews on those playgrounds. Another day, we conducted a follow-up survey to support those findings. We explained our purpose to the preschool staffs beforehand and reported the results after our study. The children are referred to anonymously. The children had unique perspectives, which went beyond adults' assumptions, when assigning meanings to places. We found their recognition of playgrounds had eight main meanings (Miyamoto et al., 2016). This study reinforces their recognition. Our results indicate that listening to the voices of young children is integral to understanding what they feel, experience and need in early childhood.

Keywords: children's value of play, playground, Mosaic approach, children's voices, photo projective method

#### **Analysing creative contexts in preschool settings**

ANTONIO GARIBOLDI AND ANTONELLA PUGNAGHI, University of Modena and Reggio Emilia, Italy

The aim of the study is to develop an observation-led framework that can detect particular aspects of children's behaviour which may be related to creative thinking and to identify the key characteristics of learning environments that are more effective in promoting the development of creative abilities in preschool. The study is rooted in the research field on the promotion of children's creativity in the early years (Craft, 2006, Robson, 2014) and it is in continuity with a previous research carried out within the European project CRENET (Gariboldi, Catellani, 2013). The research explores such issues within a systemic perspective (Cziksentmihalyi, 1998) according to which "various elements of the overall social context are seen as relevant to the activity of creating" (Craft, 2001, p. 9). After the study of the literature, the key constructs identified will be discussed with all agents involved (teachers, pedagogical coordinators) through semi-structured interviews and focus groups. Subsequently, the observation-led framework developed will be validated by researchers through the analysis of video made in 20 preschools participants in a previous research project. The study is conducted within a participatory framework and all actors gave their consent to be involved in process of data generation and interpretation. Preliminary findings indicate the need to examine not only the features of the physical environment, but also to reflect on the quality of the processes that characterise creative contexts. The findings will be used to plan an educational tool to be adopted in the courses of teachers' professional development (initial and in-service).

Keywords: creativity, preschool, participatory research, video-analysis, professional development

#### **Children's embodied experiences in the preschool playground: A phenomenological approach**

LILLIAN PEDERSEN, Western Norway University of Applied Sciences, Norway

The aim is to explore children's embodied experiences in the preschool playground from a phenomenological perspective through the concept habit. My research is closely related to existing research (ex. Sandseter 2010, Little, Sandseter & Kennair 2011; Sandseter, Little & Wyver 2012; Lykkegaard, 2014; Storli, 2014; Bjørgen, 2012, 2015; Sanderud & Gurholt, 2014; Sørensen, 2012), but as distinct from their focus on physical activity, health benefits and nature experiences my research use a phenomenological approach to investigate pedagogical aspects of outdoor activities in preschool. Theoretical concepts used in the study is Heidegger's (1985) "in-being", Merleau-Ponty's (2012) "habit" and van Manen's (2007) ideas about "the pathic". The study is designed as a multiple-case study (Yin, 2014). Eight five-year-old children in two Norwegian preschools are the cases. Video-observations have been used to collect the data. The fieldwork lasted for four weeks. During the fieldwork and the analysis, I have continually reflected over my choices and the children's and the preschool staff's rights and that they feel well. I collected informed written consent from the preschool staff and the children's parents. The children were informed verbally about the project. Preliminary findings indicate that children inhabit the preschool playground with an embodied knowledge of themselves and what they can do. They are to some extent challenged by peers and the physical

environment, but rarely by preschool staff. The findings lead to a reflection over the factors governing what experiences children can get in the playground and which children this fit.

Keywords: preschool playground, phenomenology, embodiment, habits, case study

## **SYMPOSIUM SET E / 10**

### **SIG RETHINKING PLAY: BUILDING AND MAINTAINING A SUPPORT SYSTEM FOR A PLAY-BASED CURRICULUM**

Self-organised Symposium

CHAIR: BERT VAN OERS, VU University, The Netherlands

Developmental Education, a play-based curriculum for primary schools in The Netherlands, was developed on the basis of Vygotskij's Cultural-historical theory of development and learning. Over the past decades, teachers, teacher educators and researchers have invested in the development, implementation and evaluation of this curriculum, especially in the early years (4 - 8 year olds). This resulted in many theory-based tools for teachers and teacher educators, e.g. a manual (called HOREB) for planning and evaluating thematic activities and children's learning in the context of their playful participation in cultural practices. In the process of coaching Developmental Education-schools, it was noted, however, that a well-developed support system was required for establishing sustainable relationships among the schools/teachers and different stakeholders like teacher educators, parents, principals, policy-makers. Each presentation in this symposium explains how the special arrangements for the teachers' relationships with stakeholders, in particular with parents, principals, teacher educators, are organised and implemented.

#### **Developing and maintaining a play-based curriculum by a new headmaster**

LEVINEKE VAN DER MEER, de Activiteit, The Netherlands

This presentation aims at describing the challenges of a new headmaster when starting at a play-based primary school. The school implements a play-based curriculum for children between 4-8. His main task is to maintain the play-based curriculum and build a support system for a play based curriculum for all children in his school. This presentation builds on previous work by Engeström, Van Oers and the Cultural Historical Activity Theory (CHAT). To analyse some of the headmaster's activities we will use the characteristics of play: i.e. his involvement, degrees of freedom and rules in his activities with the teachers (van Oers 2013). We will use Engeström's model (1987) to give insight in the activity system (Springer, 2012). This case study uses qualitative data analysis (interview, action research and observation). The research participant participated voluntarily, was well-informed and has given his feedback on the results. Through anonymisation of the reports, participants were not traceable from the research reports. This presentation reveals the characteristics of play in the activities of the headmaster. By building a new website and organising the teacher meetings in a different way the headmaster started to build a support system for the play-based curriculum. We point out that play is the headmaster's way of carrying out the activities with his teachers. He also started to attend meetings with other headmasters to discuss developing play-based curricula amongst his peers. We show how playful activities can help headmasters to build and maintain a support system for a play-based curriculum.

Keywords: play-based curriculum, role of the headmaster, playful activities, support system, play format

#### **Learning stories as a means for partnership with parents**

HERMIEN DE WAARD, De Activiteit, The Netherlands

Learning stories are a narrative approach of learning processes that offer a broad view on the development of young children. We aim to study how learning stories can be employed to inform and communicate with children and parents. Our study is a follow-up on previous research in ECE. We already discovered that learning stories give professionals insight in the development of children. Carr and Lee (2012) describe the value of this approach. Short narratives give a personal and clear impression of the development of children and express the complexity of children's learning. These stories offer possibilities for professional conversations among early child professionals, children and parents. Successive learning stories make play and development of children over a longer period visible. In this paper we report on a qualitative case study in cooperation with three early childhood professionals. They each build up several learning stories on two children over a period of six weeks and shared them with the children and parents. Children and parents were asked to reflect on the stories from their perspective. We collect learning stories, reflections of children and parents and interview data from professionals and parents. All research participants have given informed consent. We found that professionals were successful in building up learning stories about play activities and deploying these in the mutual communication with children and parents. This study gives insight into the value of learning stories in improving communication about play and development with children and parents, and consequently enhance educational partnership.

Keywords: learning stories, parents, communication, play activities, early childhood professionals

### **The teacher trainer as a playful professional**

BEA POMPERT, De Activiteit, The Netherlands

As teacher trainers, we aim to assist teachers in constructing learning trajectories with high developmental value for all children. Therefore, we implement a play-based curriculum for the early years. In this paper I will discuss the idea that, if teacher trainers want to meaningfully assist teachers, they need to act in a playful way themselves while participating in joint teaching practices. In Developmental Education, children act in learning activities that are embedded in meaningful practices, which follow a play format (van Oers, 2012). This approach has been developed for reading and writing (Pompert, 2012). Teachers in 3rd grade classrooms (children aged 6-7) experience great difficulties using this approach for designing reading and writing activities. In The Netherlands, reading and writing programs are strictly bound to prescribed objectives and focus mainly on decoding skills. Using a play-based approach is a tremendous transition for teachers who are used to work with such programs. This case study focuses on the cooperation of two experienced 3rd grade teachers and an experienced teacher trainer. They aim to shift from a programme-based literacy approach to a play-based approach in one year. I interviewed the teachers and teacher trainer and analysed the documents that they produced. All research participants have given informed consent. A narrative of this trajectory is presented, including an explanation of the playful interventions of the teacher trainer towards the teachers and the teachers in the classroom that made it successful. This study shows the importance for teacher trainers to teach as they preach.

Keywords: play-based approach, teacher educators, reading and writing, playful interventions, case study

## **SYMPOSIUM SET E / 11**

### **OUTDOOR PLAY AND LEARNING SIG: LEARNING LANDSCAPES**

Self-organised Symposium

CHAIR: SARAH MACQUARRIE, University of Manchester, United Kingdom

Part of the Outdoor Play and Learning SIG

### **Learning landscapes: The materiality and contexts for learning with the environment based on the theory of "Affordances"**

INGUNN FJØRTOFT, University College of Southeast Norway, Norway

The study focused on the contextual environment- child relationship in learning fundamental motor skills: RQ1: How do environments matter? RQ2: How do children respond to physical challenges in different environments? The study relates to several other studies in the field of outdoor play, physical activity and motor development, i.e. Tortella 2016, Hagen 2015, and Jørgensen 2008. The theoretical framework for this study draws upon dynamic systems approach to the development of motor behaviour (Thelen and Smith 1994) and the theory of "Affordances" (Gibson 1979) describing children's perceptions and motor responses to the environment. Implementing the theoretical approach into practice was demonstrated by two case studies showing the contextual environment- child relationship in learning fundamental motor skills. Methods for measuring movement behaviour and physical activity (GPS and HR) together with motor development tests were applied. Ethical concerns followed guidelines of the Norwegian research board and Norwegian Data services including. Written information to parents and voluntary participation was practices as well as avoiding individual, personal and sensitive information. The case studies indicated high level of physical activity and improved motor development as a consequence of playing in outdoor environments. The children were active through free play in complex environments while the environments challenged their motor behaviour. Theoretical perspectives applied on children's motor behaviour may help understanding the importance of learning motor skills in context with the environments. Multifunctional and natural environments seem to have promotional effects on children's motor development and should therefore be encouraged as a pedagogical approach in motor learning.

Keywords: landscapes, play, learning, children, materiality

### **Motor competence and physical fitness among Norwegian preschoolers**

OLAV B. LYSKLETT AND ANNE BERG, Queen Maud University College of ECE, Norway

The aim of this study is to find out if children who attend nature preschools in Norway have higher motor competence and physical fitness than children from other preschools. Play and activities outdoors on playgrounds or in nature environments is a common part of daily life and pedagogical practice for most preschools in the Nordic countries. Grahn, et al. (1997) and Fjørtoft (2000) have shown that play in natural environments have a positive effect on children's motor development. Motor competence is related to Physical Fitness (Haga, et al., 2015). Movement ABC-test and Physical fitness-test was used to test the child's motor competence and physical fitness. 142 children from four nature preschools, five preschools that focused on physical activities and nature and five preschools that focused neither on physical activity or nature participated. The study follows ethical guidelines for research. It is not collected personal data and all data is anonymised. Children from preschools that focus on physical activities and nature have the same motor competence as children from nature preschools. These children have better motor competence than children from preschools that not focus on physical activities and nature. The

results of physical fitness are more complex. Motor competence might be developed within any preschool if the preschools organise their daily activity so that the children get enough physical and motor challenges.

Keywords: motor competence, physical fitness, nature preschool, physical activity, nature

#### **Exploring links between pedagogical practice and implementation of outdoor learning**

SARAH MACQUARRIE, University of Manchester, United Kingdom

Research is reported that explored outdoor learning provision by considering the implementation of study materials that supported making links between learning occurring indoors and outdoors. In the UK, teachers are increasingly being encouraged to undertake outdoor learning. Despite such support there is a paucity of research that has considered how outdoor learning can be offered on a regular basis by teachers. The lack of empirical research that has centralised the role of the teacher is at odds with the interest in this topic and the need for theory-driven guidance suited to teachers. A central premise of this research was the consideration that outdoor learning should sit within the wider teaching and learning framework and aspects of psychological theory informed the research design and materials. A set of flexible guidelines that connect theory and practice were used in nine settings in Scotland and England. Participants completed linked data collection activities that included surveys, observation and reflective diaries. Following ethical approval from the University recruitment begun and each setting and each individual practitioner was asked to give their consent. Analysis of teachers' reports and documentation of project activity will be presented. The design of the research enabled teachers to take part and link their involvement with work ongoing in their setting and capitalise on their local area. Implications for practice and future research will be considered and commentary focus on how outdoor learning can be incorporated within the conventional teaching and learning teachers rely upon.

Keywords: outdoor learning, implementation, pedagogy, school provision, learning outside the classroom

### **SYMPOSIUM SET E / 12**

#### **SEEKING PLACES AND SPACES TO RENEGOTIATE PROFESSIONAL TERRITORIES**

Self-organised Symposium

CHAIR: JO BASFORD, Manchester Metropolitan University, United Kingdom

Recent policy changes for the ECE (ECE) workforce in England have formed part of the drive to meet the governmental aspiration for a "world-class workforce" (DfES, 2006), who will make a significant contribution to increase life chances for all children. In the bid to professionalise the workforce, training and professional development programmes have become highly regulated in terms of what is taught, measured and valued. We contest this leaves little room for practitioners to be autonomous, authentic and at times ethical in their work with children and their families. This symposium draws on research projects with three groups of practitioners at different stage of their professional careers. Through the creation of reflexive spaces for participants to tell their stories, they revealed the challenges they experienced when trying to negotiate their newly acquired professional identities with perceived expectations of their roles within the workplace.

#### **A work in progress: The developing level 3 practitioner**

HELEN PERKINS, University of Wolverhampton, United Kingdom

The aim of this research was to provide an understanding of the experiences, knowledge, skills, attitudes and dispositions gained by level 3, early year's student-practitioners in preparation for employment. The professionalisation agenda is focused on the existing workforce and graduate student-practitioners. In contrast this study explored the preceding stage, before employment and offers insight in to what and how the student-practitioners learn as they progress through their course. There is a wealth of research about the experiences of graduate practitioners for example, Rose and Rogers (2012) explore the role of the adult in early years settings, Brock (2012) who offers a framework professionalism, Osgood (2012), Colley (2006) and Manning Morton (2006) attend to identity and professionalism of the early years practitioners, however the literature for level 3 student-practitioners in training is limited. The conceptual framework in this study explores student-practitioners changing understanding of the role of the early years practitioners and their transformation during their course. This study is located in a post-modern, feminist paradigm, giving voice to marginalised and rarely heard early years student-practitioners. The research design employs a mixed methods approach to collect qualitative and qualitative data. Informed consent was obtained from all participants. BERA guidelines were followed. The findings demonstrate that the transformation from student to practitioner is different for each participant. I introduced the metaphor of alchemy to represent the inexplicable and diverse transformations of the student-practitioners. The research makes a case for a qualified workforce

Keywords: qualification, transformation, knowledge, student-practitioner, professional



### **Space for new imaginings**

KAREN WILLIAMS, University of Wolverhampton, United Kingdom

This paper articulates research with students undertaking undergraduate early years Teacher status in order to explore the interface between identity as a student and an emerging professional identity Utilising Holland, Lachicotte, Skinner and Cain's (1998) notion of Figured Worlds, this research offers an opportunity to consider how theory might offer a reading of emerging professional identity amid concerns of an overtly technicist approach to professional development (Moss 2008). This paper presents an analysis of identity and self-authoring (Holland et al 1998) with regard to personal and professional struggles against the backdrop of prior experiences, standardisation and regulation. It provides a discussion of autonomy and the impact of experience past, present and future on the negotiation of a professional self as applied to those entering the field of early years. Using a social constructionist lens this paper explores and analyses the relationship between experience and expectation of the professional identity. The paper draws on data from a university based research study. Informed consent was obtained prior to interviews with participants, undertaken at three stages within a two year programme and has formed the basis of my doctoral work. The pervasive nature of standardisation within professional development programmes, and the implications upon how students author themselves are discussed. However, by considering identity as one of a state of becoming it opens up possibilities and space for emerging professionals to re-imagine themselves. The paper suggests the implications of structure and agency on autonomy, behaviour and renegotiation of identity in the early years workforce.

Keywords: identity, professional, early years teacher, autonomy, agency

### **Changing the conditions of the field - Aspiration versus reality**

JO BASFORD, Manchester Metropolitan University, United Kingdom

This research provides an insight into the experiences of five graduates working in the Private, Voluntary and Independent sector. The research aimed to examine how they were endeavouring to mediate their professional habitus with the culture and practice of their workplace and the wider policy context. The assumed habitus that embodies the ECE professional predisposes them to certain dispositions that are underpinned by competing and paradoxical (Moyle, 2001) discourses. The traditional construction of the ECE practitioner is caring, maternal and gendered (Osgood, 2009, McGillivray, 2008, Colley, 2006). The alternative construct is the graduate professional who will be sufficiently equipped with capital articulated in professional standards to be "catalysts for change and innovation" (CWDC, 2010:17). Bourdieu's (1986) conceptual framework of [(habitus) (capital)] + field = practice] was utilised to examine the relationships that exist between practitioners and other agents in the field of ECE, considering notions of power, class and status. The study is situated within a critical social constructionist paradigm. It adopted a narrative methodology, using a focus groups method. The participants were required to give informed consent in order to ensure that they understood and agreed to their participation in the study without any duress (BERA, 2011). The findings from this study reveal how the participants had limited opportunities to utilise the capital they had gained through their academic studies to fulfil their roles as change agents. Therefore despite the intention of creating a more equal playing field, it still remains a site of struggle and contention.

Keywords: habitus, capital, field, graduate, policy

## **SYMPOSIUM SET E / 13**

### **PERSPECTIVES ON TEACHER TRAINING**

Individual Papers

CHAIR: RAMAZAN SAK, Yüzüncü Yıl University, Turkey

### **Views of preschool administrators about preschool teacher training**

RAMAZAN SAK, İKBAL TUBA SAHİN SAK AND NECDET TASKIN, Yüzüncü Yıl University, Turkey

This study aims to determine Turkish preschool administrators' views about the preschool teacher-training process. Some prior studies have focused on the views of preschool teacher training (Büyükgöze Kavas & Bugay, 2009; Dereobalı & Ünver, 2009). However, there have not been any studies of preschool administrators' views about such training in a Turkish context. Undergraduate teacher training, which inculcates attitudes and behaviours as well as knowledge, is one of the most important influences on teachers' ability and success. Preschool administrators in Turkey generally have some experience of teaching in preschool institutions, and thus can observe teachers' practices and evaluate their strengths and weaknesses based on their own experiences. Therefore, it is worthwhile to examine the views of preschool administrators as a check on what aspects of preschool teacher training might be ripe for improvement or modification. The participants in this qualitative study were 30 administrators of public preschools in Turkey. Data were collected through semi-structured interviews and analysed via the word-list technique. Potential subjects were informed about the aim of the study, and those who agreed to participate signed consent forms. The participants mentioned various weaknesses of preschool teachers' undergraduate education, with lack of hands-on experience being especially prominent. Details will be discussed at the 27<sup>th</sup> EECERA Conference. Teacher training is crucial to increasing the ability levels of preschool teachers and thus the quality of preschool education. The findings of this

study will help guide educators to enhance preschool teachers' undergraduate education in a manner consistent with real-world objectives and requirements.

Keywords: preschool administrators, teacher training, preschool education, views, qualitative research

#### **Interpretations of mentoring during ECE mentor-training**

TUULIKKI UKKONEN-MIKKOLA, PÄIVI KUPILA AND KYLLIKKI RANTALA, University of Tampere, Finland

This study examines how trainee mentors' interpretations of mentoring changed over a mentor training program and how this contributed to the trainee mentors' professional development. The research based on Ambrosetti (2014), Balduzzi and Lazzari (2015), Graves (2010), Ingleby (2014), and Leshem (2012) work, which address the meaning of mentor-training. Mentoring is defined as comprising mutual instruction between a teacher and a student, as characterised by a coequal and reciprocal relationship. This article presents a thematic content analysis of qualitative narrative data gathered from the participants' narrative writings on the mentor training program (N=36) and one focus-group interview (n=5). A consent form and information sheet was provided to all participants. A guarantee of confidentiality was given to the informants stating that no actual names would be used and no ECEC centres identified in the reporting Trainee mentors' interpretations produced two main themes during mentor-training. Firstly, changes in the interpretations were recognised concerning the task of mentoring, the relationship of the mentor and the student, and learning. Secondly, the trainee mentors gained in confidence and expertise. The trainee mentors constructed their professional identity as mentors. The findings could be utilised when developing mentor-training, and also in early childhood teacher education. The trainee mentors gain an understanding of the mentoring relationship and the mentor's duties. In ECEC teacher training, it would be useful to cooperate with the mentors as one form of learning, and thus to support a new kind of learning community and interaction with the training and professional field.

Keywords: mentoring, mentor, ECE, teacher training, professional development

#### **Implementing the new kindergarten teacher education programme in Norway**

VIGDIS FOSS AND HEGE FIMREITE, Western Norway University of Applied Sciences, Norway

How is the new kindergarten teacher education program in Norway experienced by teachers and leaders implementing the reform in higher education? The research has a special interest in the role of pedagogy. Our research is related to research work regarding implementing reforms and education programme in higher education, especially the group following the new kindergarten teacher education program (initiated by The Department of Education). Our theoretical framework is mainly theories regarding the use and understanding of metaphors (Cameron, 2003, Lakoff & Johnson, 2003). Understanding how metaphor is used may help to understand how people think, how they make sense of the world and each other, and how they communicate. Our project has included focus-group interviews with the programme directors and academic staff at various education institutions and text analysis of these interviews. The institutional ethical procedure regarding informant consent and anonymity was accomplished. A challenge regarding interviews is that there always will be alternative stories to find. Our analysis is only one way of describing the material (Mellin-Olsen 1996, Ladkin 2007). It is not clear how the envisioned role of pedagogy as contributing to the unity, cohesion and progression in the programme can be achieved. We will present paradoxes in the perception and role description of pedagogy within the regulative documents and between these documents and the initial experiences with the new education programme. There are unclear perceptions of the reform and the role of pedagogy in the education. Studying use of metaphors highlights challenges that need to be addressed.

Keywords: implementing reform, kindergarten teacher education, metaphors, pedagogy, professionalisation

### **SYMPOSIUM SET E / 14**

DEVELOPING LEARNING ENVIRONMENTS AND LEARNER IDENTITY THROUGH NARRATIVE ASSESSMENT (LEARNING STORIES): PERSPECTIVES FROM AOTEAROA, NEW ZEALAND AND ITALY

Self-organised Symposium

CHAIR: WENDY LEE, Educational Leadership Project, New Zealand

As Facilitators working with the Educational Leadership Project in Aotearoa/New Zealand and Academics from the University of Parma and University of Bologna, we have put together three perspectives that consider the effect of the use of Learning Stories on the ways in which children build their identity in the early years, develop their dispositional learning and promote family participation. The three papers we present are: Elena Luciano & Massimo Marcuccio. This paper aims at analysing the results of empirical research within some Italian ECEC services to show the impact of Learning Stories on organisational conditions, development of children's dispositions, and the engagement of family participation Marianne MacPherson. This paper aims to share the importance of understanding dispositions as learning outcomes and how they contribute to the building of positive learner identity. Wendy Lee Formative assessments play a critical role in the construction of learner identity. This paper illustrates how teachers' documentation strengthens children's identity.

### **Exploring the use and the participatory perspectives of learning stories: A research project within some Italian ECEC services**

ELENA LUCIANO (1) AND MASSIMO MARCUCCIO (2), (1) Università degli Studi di Parma, Italy; (2) University of Bologna, Italy

The paper aims at analysing the results of an empirical research within some Italian preschools about the feasibility of the use of Learning Stories coherently with the organisational and educational project. The research relates to previous work on the learning progress and outcomes in the early years (Carr, Lee, 2012, Carr, 2015, 2016) and on the feasibility studies in educational research (Weitzman, Silver, 2013). The study relates to the literature exploring both the potential of Learning Stories (Carr, 2001) and the competent system in ECEC (Urban et al., 2012). The ecological and socio-constructivist approach of participation is also used. Data has been collected through a qualitative strategy: analyse of written and visual documents made by the practitioners, observation and video recording of discussions on Learning Stories within the educational team, focus group with practitioners. The participants have been provided with full information about the content, purpose, process and results of the research and given the opportunity to offer feedback. The confidentiality and anonymity of research participants were respected. The work shows some organisational and educational conditions that seem to be essential for the development of the narrative assessment approach. The results also deepens the role of Learning Stories in developing the children's learning dispositions, the learning environment and the family participation. The results could renew educational choices in building a curriculum that could enhance the participation of children, staff, parents and community to the ECE and the strong connection between organisational, educational, pedagogical and political issues.

Keywords: assessment, learning stories, family participation, competent system, children's learning dispositions

### **Growing positive learner identity through researching teaching practice aligned with our curriculum Te Whāriki**

MARIANNE MACPHERSON, Educational Leadership Project (Ltd), New Zealand

This paper aims to share the importance of understanding dispositions as learning outcomes and how they contribute to the building of positive learner identity. My research draws on ongoing research into the implementation of NZ's ECE curriculum, including assessment (Carr 2001, Carr & Lee 2012) that highlights an understanding of the child as a dispositional learner (Claxton 2002), and the importance of responsive and reciprocal relationships that align our practice with our values (Robinson 2014) ELP uses an action-research approach (Kemmis and McTaggart 2000), wherein the focus is on practitioners researching their own practice (Lee 2008) in order to innovate and strengthen successful outcomes for children and their families. The research methodology is narrative inquiry (Connerly & Clandinin 1990), and the method is a case study of a child within a kindergarten where teachers are intentionally working in thoughtful ways to enculture an understanding of the differing learning paths in order to strengthen positive learner identity. A consent form and information was provided to all participants (teachers, families and children) who could withdraw their data from the research at any time. Teacher reflections, theoretical considerations, thoughtful intentional teaching practice and assessment documentation will illustrate the close connections between empathy and resilience. It is through thoughtful, intentional teaching practices within the learning environment that learning dispositions are grown and strengthened to take children forward into the 21<sup>st</sup> century and hence have important implications for pedagogical practice.

Keywords: learner identity, dispositions, learning stories, empathy and resilience, values curriculum

### **Learning stories: A powerful tool for building learner identity**

WENDY LEE, Educational Leadership Project, New Zealand

Formative assessment plays a critical role in the construction of learner identity. My objective is to illustrate how teachers' documentation of formative assessment strengthens children's identity. This paper builds on the exploration of 3 key dispositional frameworks: reciprocity, resilience and imagination, documented in 'Learning in the Making' (Carr et al 2010). It is also influenced by Hattie's (2009) work on feedback and research of Black et al (2003) on formative assessment. ELP uses an action-research approach (Lee et al. 2013) where practitioners research their own practice (Kemmis and McTaggart 2000) to innovate and strengthen successful outcomes for children and families. Learning Stories provides the platform to explore pedagogy (Carr and Lee, 2012). It is an holistic approach wherein curriculum is co-constructed between teachers and children (Lee et al. 2013). We analyse new data from teachers' interviews, documented assessments and reflections. Consent forms and information sheets were provided to all participants. Informed consent was negotiated with the children involved and participants could withdraw their data from the research at any time. A key ethical principle was that teachers own the research process. Robust formative assessment is often missing from curriculum. We present teachers' reflections around the building of learner identity and illustrate some of the ways in which creating and revisiting narrative documentation makes a powerful contribution to constructing learner identity. Teachers should provide opportunities for children to recognise their learning journeys and to explore these understandings in a range of increasingly complex ways. This formative assessment builds children's learner identity.

Keywords: learning stories, formative assessment, learner identity, practitioner research, dispositions

## **SYMPOSIUM SET E / 15**

### **INNOVATIVE APPROACHES TO CONTINUING PROFESSIONAL DEVELOPMENT. FINDING FROM CASE STUDIES IN THREE EU COUNTRIES (DENMARK, ITALY AND POLAND)**

Self-organised Symposium

CHAIR: SUSANNA MANTOVANI, University of Milan-Bicocca, Italy

The recent Eurofound Report (2014) on the Impact of continuing professional development on ECEC quality and children's outcomes states that successful CPD interventions need to be "embedded in a coherent, pedagogical framework or curriculum, that builds upon research and addresses local needs" (Id., p. II). When professional development activities are poorly conceptualised and unable to provide teachers with innovative approaches, they make little impact upon teachers or children. Effective forms of training require the capacity to promote active learning and provide professionals with dynamic experiences that are rooted in their local contexts. So far, few studies have described in depth exemplary approaches to professional development. This is the goal of the multiple case study conducted within the CARE project (Leseman, 2014) in three EU-countries: Denmark, Italy and Poland. Findings are presented with a focus on innovative professional development as a key factor to promote inclusion and equality in the ECE sector.

#### **A social learning perspective of professional development and innovation in ECEC - A Danish case**

BENTE JENSEN, Aarhus University, DPU, Denmark

This paper highlights a Danish practice based approach to professional development and innovation that can be directed towards closing gaps in ECEC (ECEC). Research has made visible that professional development is crucial in order to improve all children's opportunities in terms of personal, social and emotional development, evident in ECEC systems and in education systems, in general (Zaslow et al., 2010). The study refers to theories of innovation based on Dawson and Daniel, 2010 as well as the perspectives of communities of practices (CoP) (Wenger, 1998) and communities of innovation (Col) (Engeström, 1999). A holistic case study design is used (Yin, 2009) and builds on a social constructivist paradigm. Practitioners involved in the processes of the professional development programme were free to join the project and stop participation at any time. All data has been stored to an anonymous account and reported to the Danish Data Protection Agency. Three findings are discussed: 1) the programme improved professionals' awareness of equal/unequal opportunities related to everyday practice (micro-level), 2) professionals initiated alternative learning activities as a result of collaborative reflections on their 'taken for granted practices' (meso-level), and 3) innovation was related to the complexity and dynamics of social processes (e.g. daily life practices, engagements, motivation) and structural features (e.g. time, resources, support) (macro-level). Implication, based on the findings, suggest improving resources for social learning processes among professionals (participation, reflection, learning laboratories, change and innovation) and supporting professional development at a structural level.

Keywords: social learning perspective, communities of practice, communities of innovation, mixed methods, process and structure

#### **Interplay of pedagogical project and continuous professional development of caregivers in the public crèche network in Łódź (Poland)**

OLGA WYSŁOWSKA AND MAŁGORZATA KARWOWSKA-STRUCZYK, University of Warsaw, Poland

The main aim of this paper is to provide in-depth view on the interplay between the Pedagogical Project- continuously modified pedagogical framework and curriculum of crèches in Łódź and in-service professional development (PD) of caregivers. The final goal of PD actions is to enhance the development and learning of children. Research shown that in-service PD may effectively influence children educational and emotional outcomes (Slot et al., 2015), therefore important is to investigate what forms and contents of PD are effective. This study is built on two pillars, firstly on the sociocultural constructivism assumptions (Vygotsky and followers), which highlight the importance of active participation of learners in the process of gaining new knowledge and skills, secondly on the premise that lifelong learning has become a necessity "to know, to act, to be and better understand ourselves and others" (Delors, 1998). To provide in-depth understanding of using Pedagogical Project as a tool enhancing reflectivity of caregivers the following qualitative data have been analysed: interviews with caregivers, head of a setting, pedagogical supervisor, grey literature, audio recordings of pedagogical meetings and focus groups. Interpretative data analysis approach has been employed to contextualise the findings. All participant involved in research signed informed consent forms. The first results reveal that Pedagogical Project may effectively serve as a point of reference for reflection on practice and exchange of experiences among ECEC practitioners. Presented approach from Łódź may be an inspiration for other communities of practice on how to incorporate PD into day-to-day practice.

Keywords: continuous professional development, ECEC, crèche, community of practice, caregiver

### **Continuous professional development as a dynamic process of reciprocal learning: Examples from two Italian cities**

CHIARA BOVE (1), CLAUDIA GIUDICI (2), (1) University of Milan-Bicocca, Italy; (2) Reggio Children, Italy  
SILVIA CESCATO

Aim of the research is to describe examples of good practice of in-service professional development drawn from case studies conducted in two Italian cities (Reggio Emilia, Milan) within the wider EU project (CARE). The study is connected to recent research on how innovation in professional development plays a crucial role in shaping teacher quality (Zaslow, et.al. 2010) and in creating an environment that best facilitate learning and inclusion for all children (OECD, 2012, Jensen et al., 2015). It refers to sociocultural theories (Vygotsky, 1978, Rogoff, 1991) and its link to adult learning (Mezirow, 1991) and to studies on new forms of training connected to active learning and reflexivity (Sheridan, et.al. 2009) The study is an holistic case study (Yin, 2009) with embedded subcases. Multiple sources of data were combined (video-observations, focus groups, interviews, grey materials). Informed consent form was used to get research agreements from the local authorities. Formal consent and permission to use video-clips were required to all the volunteer participants. Highlights like bottom up community experience, the value of childhood as a precious period of human life, a constant effort to train professionals to encourage family participation and inclusion, the potential of non-episodic investment in PD are emergent issues. Reflexive practices and link with research are common, although with a greater emphasis on intersubjective observation in Milan and documentation in Reggio. Results have the potentials to influence policy and practice decisions to ensuring sustainable and creative solutions of in service professional development in the ECE settings.

Keywords: ECE, in-service professional development, innovation, case study, active learning

### **SYMPOSIUM SET E / 16**

#### **SUPPORTING STUDENTS UNDERSTANDING OF REFUGEE AND ASYLUM SEEKING FAMILIES**

Self-organised Symposium

CHAIR: ROSIE WALKER, University of Worcester, United Kingdom

This symposium will address the strand of child's rights, democracy participation through drawing together research carried out into students' experiences in engaging with curriculum materials related to the current global refugee crisis. This took a multi stand approach with students across a range of early childhood and family support programmes. The strands included a multidisciplinary themed week, a student conference and CPD programmes and student/ staff collaborative project with the Dunkirk refugee children's centre. The symposium will report on the findings of research with students and demonstrate some of the approaches taken. Finally the approaches to learning and teaching will critically examined with an opportunity for discussion.

#### **Developing a teaching strategy to promote student awareness of the refugee crisis**

JANET HARVELL, University of Worcester, United Kingdom

The research aim was focused on raising students' awareness of the challenges faced by refugee children and their families. Building on Whitehead's living educational theory (2005, 2008), this increased understanding would impact positively on their future professional practice. The presentation is underpinned by Rutter (2003, 2006, 2015) and Kingsley's (2016) research into refugees' experiences, and draws upon the results of a small scale learning and teaching project carried out by Harvell and Prowle (2016 unpublished). Based upon the principles of heutagogy and co-construction of learning, an interpretivist framework underpinned by reflective practice theory, was used to support students' deeper understanding of the refugee experience, using this to inform future practice. Personal perspectives formed during visits to a Refugee Camp, were recorded in a reflective journal. Thematic analysis of this data informed a qualitative exploration of the daily experiences and challenges faced by refugee children and families. Building on Whitehead's (2005, 2008) living educational theory, a set of teaching resources was developed to promote deeper understanding of the refugee crisis. A subsequent conference provided further opportunities for students to tease out the truth from the rhetoric that so often pervades the media. This project did not involve participants and is a personal reflection of the process undergone, and impact upon myself, and adhered to BERA guidelines regarding confidentiality and anonymity. The discussion explores the effectiveness of the teaching strategy/initiative in enhancing student understanding of the complex issues surrounding the refugee debate. It has implications for Higher Education teaching and learning strategies and workforce development.

Keywords: refugees, personal perspective, teaching strategies, student engagement, reflection

#### **Walking several inches taller: Student reflections on a university conference on the lived experience of refugee children and families**

ROSIE WALKER, University of Worcester, United Kingdom

The research engaged students in higher education to evaluate and critically examine a university conference focused upon refugee children and families. The aim was to co-construct a publication to extend their thinking and offer a platform for reflection and learning The research builds on work carried out by Walker, R and Reed, M. (2012) . This collaborative research

considered students finding an academic voice through co-construction of a publication. A pedagogical perspective of quality higher education learning is used as a framework (Hase and Kenyon, 2000). This positions students as co-constructors within the evaluation of their own purpose based learning. The presentation is situated within a pedagogical perspective of quality practice. It positions students as co-constructors of reflective narrative to inform learning and teaching. Working within an Interpretivist paradigm, this collaborative research uses methods of gathering qualitative reflective narrative to elicit the student voice and determine what can be learnt for practice. Potential ethical concerns were mitigated through university ethics committee. Students could choose not to participate with no repercussions for their studies. Hearing at first-hand about life in a refugee camp changed student perceptions, often formed by negative media coverage of immigration. Students reflected on how global political issues can impact on children's lives and what this means for their practice. Implications include the role of discourse within research in shaping response to the crisis and children's needs. Gap between Government response and the compassion of Children and Family Practitioners - what is our moral responsibility and commitment?

Keywords: student academic voice, student voice, refugee children and families, heutogogy, collaborative research

#### **Lived experiences of refugee children and their families: The way forward**

FREYA WHITE, Refugee Children's Centres, United Kingdom

This paper presents a practitioner perspective of running a children's centre in a refugee camp, and aims to explore the impact of camp life on children's wellbeing and development. The paper draws upon Unicef (2016) Uprooted: the growing crisis for Refugee and Migrant Children, and UNHCR (1990) Convention on the rights of the child. It considers perspectives on migration, change and loss, building on the work of Brown (2010). It also considers socio-cultural perspectives on capacity building for refugee families, espoused by Ivera et al. (2016). An interpretivist approach is used to explore and report upon the impact of experiences on children growing up within the camp. The study acknowledges the importance of enabling the child's voice and a child's right to express their feelings through play. The study is conceptualised in socio-cultural theory. The researcher kept a reflective diary throughout her time within the camp. The study was conducted in line with BERA (2011). Images of children were obscured for child protection reasons. No person was identifiable within the study. Children in refugee camps experience multiple adversities. Practitioners need to be aware of the impacts of these adversities in order to offer appropriate support. The discussion supports an informed understanding of how refugee children are affected by their experiences. It will aid practitioners in better preparing them for working with refugee children in EY settings.

Keywords: children's rights, children's voice, refugee children and families, European ECEC, child's wellbeing

### **SYMPOSIUM SET E / 17**

#### **CHILDREN AS RESEARCH PARTICIPANTS**

##### **Individual Papers**

CHAIR: JOANNE LEHRER, Université du Québec en Outaouais, Canada

#### **The inclusion of children with additional support needs in research on children's perspectives during the transition from childcare to school: Ethical and methodological considerations**

JOANNE LEHRER (1), EDITH JOLICOEUR (2), JULIE RUEL (1) AND JOHANNE APRIL (1), (1) Université du Québec en Outaouais, Canada; (2) Université Laval, Canada

This conceptual presentation explores ethical and methodological dilemmas in research with young children identified as having additional support needs. Research and policy target children with 'special needs' during the transition to school (McIntyre et al., 2010, Rothe et al., 2014). However, research on children's perspectives rarely includes these children (Disanto & Berman, 2012, Einarsdottir et al., 2009). We employ a critical perspective with regards to labelling children (Dockett, 2014, Petriwyskyj, 2014), and a rights-based approach to research with children (Harcourt & Einarsdottir, 2011, Heydon et al., 2016). We explore issues of ethics related to particular methodologies, such as drawings, photo elicitation, and ethnography, when children do not communicate verbally, drawing upon research with other groups of nonverbal people (e.g., Pascal & Bertram 2009, Detheridge, 2000, Julien-Gauthier et al., 2015) to outline promising practices for seeking the perspectives of non-verbal four-year-olds on their transition to school. We focus on EECERA's ethical principles (Bertram et al., 2015), for example, respecting the rights of vulnerable community members and obtaining informed consent. Carrying out empowering research with children who experience anxiety when faced with changes to their routine (House & Bock, 2007, McIntyre et al., 2006) and avoiding increased anxiety related to starting school will be discussed. We also question whether focusing exclusively on children identified as having additional support needs leads to further stigmatisation and marginalisation. Implications for future research include the importance of significant and long-lasting relationships between researchers and children and including significant adults (parents, educators) on the research team.

Keywords: children's perspectives, transition to school, additional support needs, inclusion, research methodology

### **Too challenging? Wake up researchers to young children's perspective!**

BEVERLEY NIGHTINGALE, University of Suffolk, United Kingdom

The focus is young children's contribution to research and how many research opportunities are missed because researchers either view children as incapable of a contribution or believe research with young children is too challenging. In a great deal of research young children are generally categorised within the context of family / household, or parents, teachers and professionals report on their behalf. This research is related to previous research on wellbeing which realised that in reducing children's wellbeing to objective lists, it lacks the reality of their lived experiences. Evidence challenges this, and suggests so much more can be revealed at the level of the subjective child (Watson et al 2012, Bradshaw 2011, Bradshaw and Richardson 2009, Ben-Arieh 2008). A socio-cultural framework A qualitative stance and interpretive paradigm was taken. The "mosaic approach" (Clark and Moss 2011) informed the research with "participatory methods" to give "voice" to young children. Ethical guidelines to ensure ethical practice was taken seriously and responsibly included approval, access and informed consent. Confidentiality, anonymity was assured. Respect and protection from harm, underpinned the stance taken. Even though children have a perspective on important issues in their lives, a perception of incompetence, incapability, or research subject matter being "too complicated for them to understand" (ONS 2005) persists. Research with children can be challenging, but with appropriate methods, respecting them as capable and confident beings, giving them time, truly listening and attuning to their worlds, their voices can be heard, demonstrating they could contribute usefully to policy.

Keywords: research, perspectives, wellbeing, experiences, challenges

### **Engaging with young children's voices about inclusion and pedagogical activities in the reception class**

PATRICIA SHAW, University of Hull, United Kingdom

The aim of the research is to illuminate children's perceived notions of inclusion in pedagogical activities in the Reception class. It explores how practitioners respond to children's comments, and if they would utilise them to inform their pedagogical practice. The study is predicated on the knowledge that young children have the right to express their views on issues that matter to them. The study is based on four definitions of inclusion: responding to the diversity of needs of all children through increased participation in learning, a shift in power, an on-going process rather than a fixed state, and belonging and relationships. Empirical research was conducted using qualitative methodology. Data were gathered in Reception classes in two schools. This included: observations, group and individual interviews. Participative tools were used to engage with children's voices. In addition to consent from the parents, assent was sought from the children, which placed them at the forefront of the research. The areas of belonging and relationships, and democratic pedagogies were important to children's perceived notions of inclusion in pedagogical activities. The research makes connections between inclusion and belonging. It offers a new critique to child-centred pedagogies, which affords greater insight into younger children's perceptions of inclusion. It reveals that practitioners maintain some resistance in responding to young children's views. It identifies that there is limited evidence of practitioners' reconsideration of planning to enable young children's inclusion. Finally, it signifies the necessity for greater emphasis in teacher training and professional development, on engaging with children's voices.

Keywords: inclusion, participation, voices, democracy, belonging

## **SYMPOSIUM SET E / 18**

### **TRANSITIONS**

#### **Individual Papers**

CHAIR: SUE DOCKETT, Charles Sturt University, Australia

### **What matters in transition to school: Changing perspectives of Australian educators over time**

SUE DOCKETT (1), ROBERT PERRY (1)(2) AND KATHRYN WALLIS (1), (1) Charles Sturt University, Australia; (2) Peridot Education Pty Ltd, Australia

This presentation compares Australian educators' questionnaire responses about what is important in transition to school across two time periods - 1998-2000 and 2013-2014. In the fifteen years since the first study (Dockett & Perry, 1999, 2001), there have been major shifts in ECE policy and practice. We examine how these shifts are reflected in educators' perceptions of what contributes to an effective transition to school. Bioecological theory (Bronfenbrenner & Morris, 2006) argues that what is happening in the wider culture over time (the chronosystem) influences specific events in the lives of individuals. We consider changing national and international contexts of ECE over the relevant periods and potential influences on the expectations of educators. Two sets of data are compared in this paper: results from the 1998-200 questionnaire, distributed to educators in NSW, Australia, and results from the 2013-2014 questionnaire distributed to educators across Australia. The same analysis categories used in the earlier study - knowledge, adjustment, skills, dispositions, rules, physical, family issues, educational environment and other - were applied in the second study. All questionnaires were distributed according to the protocols established within educational jurisdictions and the host university. Educators' responses to the earlier questionnaire emphasised the importance of children's adjustment to school and strategies to support this. While this

remains important, responses in the latter study indicate a strong emphasis on the skills children have prior-to-school entry. Perspectives of transition are changing in line with increased policy emphasis on educational outcomes.

Keywords: transition to school, educator perspectives, skills, bioecological theory, transitions policy

**Discussing the influence of a project-based approach on the connection between preschool and primary school - "What does study mean?" A case of having exchanges for five years with a primary school**

SHIZUKA SUZUKI, Sakado Azuma Kindergarten, Japan

This study examined whether the project activities are effective for the establishment of smooth connection between preschool and primary school. Papers reported by Fukumoto (2014) that the trend examination in Japan, which includes the establishment of cooperative learning in childhood in the curriculum for connected education between preschool and primary school. According to The hundred languages of children (2001), project activity means focusing on and pursuing a specific topic. Children can decide what they learn by themselves through cooperation with other children and talking with teachers, regardless of their school year or age. It is expected, through these activities, that children will feel more confident and have a stronger will to learn. By a questionnaire survey, considering parents' viewpoint, and by participant observation, whether the project activities contribute to smooth connection between preschool and primary school. In this study, we ask open-ended questions and do not conduct analysis that may identify an individual. Result of the survey and participant observation that children acquired abilities such as observation, presentation, will to learn through preschool and these were helpful to their children when entering primary school. Project activities which are interactive and self-directed, support learning even after entering a primary school which focuses on education by subject. Adopting an educational method that stands on the characteristics of children and enhances ECE instead of imitating or advancing primary school education is necessary in order to contribute to smooth connection between preschool and primary school. Project activities are effective as a means of such a method.

Keywords: project approach, transition to school, collaborative learning, curriculum, interchange activity

**Children's perceptions of work and leisure time during the transition from preschool to primary school**

IOANNIS THOIDIS, University of Western Macedonia, Greece

This study examines children's perceptions of the concepts of work (duty) and free time (play/laziness) during their transition from preschool to primary school. The main research question is whether a different curriculum and different time organisation of school have any effect upon children's opinions about the afore-mentioned concepts. Time organisation forms an important factor of the educational process (Berdemann, 2010, Biesta et al., 2010). It is claimed that compulsory education has contributed to the imprinting in people's consciousness of the modern distinction between "work time" as opposed to "free time" (Nahrstedt et al., 1979). Our methodology was based on the Berkeley Puppet Interview (Ablow & Measelle, 2010). This particular interview was created in order to overcome the lack of standardised methodologies, appropriate for measuring small children's opinions. The Aesop's fable of "The Ant and the Grasshopper" was presented and discussed with the students, who were subsequently asked to state their preference for one of the two main characters. Participation took place with the consent of pupil's parents. Anonymity and confidentiality were assured. The majority of students of both educational levels showed a preference for the character of the Ant. It is worth mentioning, though, that the proportion of primary school children who chose this particular character was higher than the corresponding one of preschool children. The different structure of time at the two educational levels has apparently an effect on children's perceptions. Jet the new social dimension and flexibility of free time, demands a more general restructuring of school timetables.

Keywords: leisure time, transition, time perception, Aesop's myths, time schedule

**SYMPOSIUM SET E / 19**

**PRACTITIONER ENGAGEMENT AND PROFESSIONAL DEVELOPMENT**

**Individual Papers**

CHAIR: CHRISTINE WOODROW, Western Sydney University, Australia

**The role of early childhood practitioner enquiry in community capacity-building**

ALMA FLEET (1), CHAD MENZIES (2), ANGELA THOMPSON (3) AND ANTHONY SEMANN (3), (1) Macquarie University, Australia; (2) BHP Billiton, Australia; (3) Semann & Slaterry, Australia

Contextualised as improving educational outcomes in remote Australian mining communities (one community of 4500 people, three others fewer than 70 families each), this research evaluated effectiveness of practitioner inquiry in two community-capacity-building initiatives (Leadership and "Continuity of Learning"). It builds on work by the team on processes of practitioner inquiry (Fleet, DeGioia & Patterson, 2016) and research-based initiatives supporting transition to school (Semann, Madden, Fleet, DeGioia, 2015). From a transformational orientation, this study reflects participatory pedagogy



(Pascal & Bertram, 2012, Formosinho & Pascal, 2015). Grounded in 'social construction of knowledge' (Berger & Luckmann, 1966), it demonstrates respect for principles of adult learning in authentic contexts. Focussed on empowering educators, multi-faceted data was collected throughout 2016 from all 37 participants in the two initiatives (from diverse sites). Despite the transient populations of the communities, the study proceeded in a climate of scaffolded shared purpose. Participants completed standard ethical protocols regarding handling of data, guaranteeing confidentiality where requested, voluntary participation, lack of impact on employment, and right of withdrawal without consequence. Engagement in facilitated work-based investigations created professional learning communities across previously silo'd sites (childcare, preschool, Catholic/public school, and businesses). Inquiries benefitted children and their families, strengthening participant agency that was visible as community capacity-building. This study supports embedding facilitated practitioner inquiry within systemic processes, particularly where distance and/or size of communities contribute to leadership stalemates impacting children. Working with government and employers creates contexts for better outcomes for young children and their families. Feedback from session participants will inform European synergies.

**Keywords:** practitioner inquiry, early childhood educators, educational change, learning communities, community capacity-building

#### **Exploring family engagement through frameworks of community and pedagogical leadership**

CHRISTINE WOODROW AND KERRY STAPLES, Western Sydney University, Australia

The research aimed to investigate pedagogies that were effective in connecting families to their children's learning in high poverty communities. Research evidence shows that children living in high poverty communities experience persistent educational inequities (Comber 2011). Their educational achievements fall below those of more advantaged peers and their families are typically disconnected from children's learning, lessening the chances of breaking intergenerational cycles of poverty. The research adopted a sociocultural framework to inform the development of pedagogies that embedded children's and families' 'funds of knowledge' (Gonzalez, & Moll 2005). The research draws on concepts from Cultural-Historical-Activity Theory to explore 'common knowledge' (Edwards, 2014) between families and educators and conceptualise this work as pedagogical and community leadership (Woodrow 2016). The research adopted a communities of practice approach engaging educators in cycles of action research, and meeting regularly in "Leadership Round Tables" to share their evidence and extend their learning. The research project was approved by the university Human Ethics Committee and conducted according to university guidelines regarding the ethical conduct of research. The educators transformed their interactions with families, finding new ways to build relationships and promote children's learning. They developed pedagogies that incorporated family and community knowledges and reflected the realities of children's lives. Taking up the discourse of leadership, the educators developed relational expertise and strengthened relational agency. The findings provide a strong case for the adoption of approaches to professional learning that involve practitioners in research and the importance of connecting children's learning to family funds of knowledge.

**Keywords:** community leadership, relational agency, funds of knowledge, pedagogical leadership, common knowledge

#### **Pedagogically mediated listening practices: Isomorphism at work in English ECEC settings**

HELEN LYNDON, University of Wolverhampton, United Kingdom

The aim of this PhD research was to develop listening methods through pedagogic mediation in three English settings focusing on practitioners working with children aged 2-4 years. This follows previous research with young children which has explored creative listening methods (e.g. Clarke and Moss, 2011 and Kara, 2015). Pedagogic mediation provides a conceptual and ethical research framework (Oliviera-Formosinho, 2014) within which listening strategies develop. This suggests stages of openness, listening, suspending and encountering. Praxeological research offers a participatory approach through which ethics, power and practice underpin all research elements. Using ethnographic techniques the researcher worked alongside three settings for a period of two years developing methods such as photo elicitation, family voice, conferencing etc. A field diary documented the stages of pedagogic mediation. Working within a praxeological paradigm ethics are of paramount importance. A focus at a setting level, rather than on individual children or practitioners, kept personal details confidential. Anonymity of settings is maintained. EECERA ethical guidelines were discussed with participants to ensure they were fully informed of the research process. University ethical approval was also evidenced to settings. Each of the three settings developed listening in different ways, at different rates and with variable outcomes, which will be demonstrated. Settings which developed to the fourth phase of pedagogic mediation, encountering, witnessed the greatest and most sustained changes to practice. The development of better listening practices is contextual but settings have already been sharing their successes as they grow as a community of practice (Wenger, 1998).

**Keywords:** pedagogic mediation, listening, praxeology, isomorphism, encountering

## SYMPOSIUM SET E / 20

### CARE AND VALUES IN DIFFERENT ENVIRONMENTS

#### Individual Papers

CHAIR: BABS ANDERSON, Liverpool Hope University, United Kingdom

#### **Care practices on journey - Geographies of care on a preschool bus**

JUTTA BALLDIN AND ANNE HARJU, Malmö University, Sweden

The presentation takes stance in a study exploring how preschool is performed within the geography of a bus. Focusing the daily routine of debus, we analyse how the practice of 20 preschool children getting of a bus is performed. How are bodies and things organised? Which values are enacted? From previous research, we know that everyday practices of mobile preschools to a high extent concern security issues and geographical order (Gustafsson & van der Burgt 2015). To further understand mobile preschool practices we go deep into one daily activity and ask about how social rhythms are performed. The theoretical framework is childhood geography with a specific interest for social rhythms of early childhood practices. We make use of theories of peer cultures and interpretive reproduction (Corsaro, 2015), as well as a critical theory of social practices (Mol, 2010). The methodological approach is ethnographic and the logic of analysis abductive, trying to encircle the geographical and social performances and values of debus. Data consist mainly of video recordings, field notes and interviews. Consent from parents and pedagogues were collected. To ensure that children participated voluntarily, we explained the study in terms they would understand, and looked for non-verbal indications of withdrawal of consent, or unanticipated ethical problems. Mobile preschools demand bodily smoothness as well as relational adaptability. The values enacted are about mutuality, attentiveness and collective rhythms of socialising. The practices of debus encircle care as a way of doing preschool practices, comprising early childhood relations, interpreted and reproduced values.

Keywords: mobile preschools, social rhythms, ethnography, interpretive reproduction, care practices

#### **Being care-full: Relational pedagogy in testing times**

NATHAN ARCHER, University of Sheffield, United Kingdom

This research sought to establish the extent to which an ethic of care was present or absent in recent policy text and teacher talk on English early childhood summative assessment. The study is situated in an era of burgeoning neo-liberalism, in which Human Capital Theory manifests as international metrics and intensified accountability in assessment policies (Spencer-Woodley 2014). It also acknowledges critiques of recent summative assessment policies in England (Roberts-Holmes 2016, Bradbury 2014). In response I draw on the alternative lenses of relational pedagogy (Papatheodorou and Moyles, 2008) and care ethics (Noddings, 2013, Goldstein, 1998) to consider the research question. This study combined critical and interpretive paradigms through a Critical Discourse Analysis (Hyatt 2013) of government policy texts and a thematic analysis of dialogue from a focus group of five teachers. Ethical guidelines from both University of Sheffield and British Educational Research Association (BERA) were followed ensuring there was informed consent from participants without coercion or incentive for participation. The study explored the possibility that care ethics, whilst missing from policy, were backgrounded rather than absent in participant teachers' dialogue and classroom life. The discussion also centred on the themes of accountability, the perceived impact of assessment policies and examples of creative contestation and advocacy by participants. Findings seek to re-orientate the current 'accountability' discussion to one which foregrounds human relationships in ECE assessment policy and exemplify how a group of teachers advocated for children in challenging times.

Keywords: summative assessment, care ethics, relational pedagogy, accountability, advocacy

#### **Children's play-arena for learning values**

HRÖNN PÁLMAÐÓTTIR, University of Iceland-School of Education, Iceland

The aim of the study is to explore the values that children in preschool prioritise to create and be a part of a community during play sessions. The study also explore the value conflicts that occur and how the children resolve such conflicts. Recent research (Juutinen & Viljamaa, 2016) has highlighted that values are often implicit and embedded in social interactions. The study is inspired by Merleau-Ponty's (1962/1945) ideas of the life-world where the body is considered as a basis for all human experiences. The concept of lived values is used to highlight spontaneous interrelations that emerge intertwined and lived in everyday life and play among children in preschool (Pálmadóttir & Johansson, 2015). Qualitative methods were used, including video recordings, and field notes. The participants were two groups of 1-3 years old children, altogether 46 children in one preschool, and eight educators. Ethical issues regarding access, informed consent, trust and power positions between the researcher and the children were taken into consideration. The findings reveal that play sessions are valuable arenas for children to create relationships and learn values. Children's value conflicts appeared to be especially important including children's confrontation of each other's perspectives, and required the children to clarify their views. The study contributes and adds to existing knowledge concerning bodily communication of young preschool children. It can open up for reflections

of children's play and learning of values and the pedagogy of value education that brings together children's and educators life-worlds through a shared process of intersubjectivity.

Keywords: lived values, play, young children, bodily communication, value education

## **SYMPOSIUM SET E / 21**

### **AESTHETICS, ART AND MUSEUMS IN ECEC**

#### **Individual Papers**

CHAIR: NAOMI MCLEOD, Liverpool John Moores University, United Kingdom

#### **Future challenges with focus on aesthetic perspectives in Swedish preschools**

ANNA LINDQVIST, The Department of Applied Educational Science, Sweden

The aim of this paper is to analyse future challenges in Swedish preschools according to children's right to learn in and through the arts (Bamford, 2006). This presentation address how students and one professional composer describe their process of learning related to arts subjects in preschool. A report from the Swedish Arts Council stresses the need of professional artists in preschool. It is also expected that preschool teachers incorporate national curriculum goals which include areas with focus on arts subjects. Sheridan et al. (2011) describes how Swedish preschool teaching has been changed and shows that different areas needs to be developed. Ehrlin (2014) talks about few academic credits in the aesthetic subjects which implicate the training of future preschool teachers. Illeris (2015) emphasise three qualities in relation to competence development, functionality, sensitivity and sociality of learning and believe that all three dimensions must be included in learning. The study is interpretative, conducted from an experience-near perspective (Dewey, 1934). The data is collected to semi-structured interviews with one professional composer and 55 narrative texts written by preschool students during their second course in aesthetic subjects. All respondents were informed about the study and ethics guidelines. Participation was voluntary. Collected data were anonymised with guarantee of confidentiality. All identifying characteristics in the texts have been changed. The paper will discuss the process of learning as competence development from different approaches in terms of professional knowledge, understanding and skills related to arts subjects. What learning processes and training needs, do the participants describe?

Keywords: arts, cultural life, preschool teacher education, competence, learning

#### **What do ECEC children learn through art appreciation in museums?**

HIROO MATSUMOTO (1), GOTA MATSUI (1) AND MIHO TSUNEDA (2), (1) Kagawa University, Japan; (2) Wahaha-net, Japan

The aim is to examine the effectiveness and possibilities of ECEC practices in using museums. Children's engagement with the settings and their experiences beyond the classroom may enhance the opportunities to extend their interactions and learning. Boundary-crossing between early childhood centres and museums is one of the key settings to assist developing such meaning-making practices (Carr et al., 2012). The theoretical framework is art appreciation in museums through meaningful dialogue related with Visual Thinking Strategy (Housen, 1992, Yenawine, 2014) and meaning-making (Dahlberg et al., 2013). Curators of the museum, non-profit organisation staff and university researchers prepared the exhibit of Japanese antique art specialised for young children, teachers and parents at the Kagawa Museum of Art and History on a day it was closed. 107 Students from four kindergartens and nursery schools, aged four to six years old, were selected out of the 270 children who participated in the event. Their attitudes towards art appreciation were assessed using the pre-post designed questionnaire by their classroom teachers. EECERA Ethical Code was followed. Participants were informed via their teachers that their responses were confidential, and then fully debriefed and thanked for their time. The results showed that children were significantly involved the art appreciation beyond their teachers' expectations,  $t(214)=6.38$ ,  $p<.001$ . After engaging in these activities, children expressed themselves during their play in a variety of ways that referred their experiences at the exhibition. Local and cultural settings like museums can afford children's educational meaning-making experiences if appropriate approaches and methods are used.

Keywords: young children, museum, meaning making, visual thinking strategy, art appreciation

#### **Nurturing young children's sense of self through artwork as a provocation using philosophical enquiry**

NAOMI MCLEOD (1), ELIZABETH ASTBURY (1), KATHY STOKELL (1) AND JULIE MCCANN (2), (1) Liverpool John Moores University, United Kingdom; (2) School Improvement Liverpool and SAPERE, United Kingdom

The focus was to explore how young children's sense of self could be nurtured through philosophical enquiry using artwork in a gallery space. Given the importance of identity (Benninger and Savahl, 2016), we build on previous research using artwork as a provocation for expressing difference (McLeod et al. 2018) and also philosophy for Children which fosters children's uniqueness (Biesta, 2011). Freire's critical social theory (1994) is used to support collaboration, consciousness and new learning about oneself alongside Liptai's (2005) suggestion of involving works of art and everyday objects, as provocations for philosophical enquiries so children can develop deeper understandings and awareness of sense of self. Using a mixed method

approach, over five months, early years children were filmed engaging in a series of philosophical enquiries using artwork as a provocation. Our observations focused on the children's developing reasoning and respect for difference. An ethical child centred approach was key throughout. All of the children involved chose to take part and could withdraw at any time. Pseudonyms have replaced all participant's names. A combination of choice, tangible objects, movement, and responding to the children's ideas was identified as significant in promoting children's sense of self. Experiencing artwork first hand in the gallery space also enabled the children to make personal interpretations and connections and supported various additional learning needs. Such enquiries using artwork, particularly with young children, remain an underused pedagogy and further research is necessary around how to promote visits to galleries as spaces for responding to children's voices and supporting sense of self.

Keywords: sense of self, early years, reasoning, artwork, philosophical enquiry

## **SYMPOSIUM SET E / 22**

### **ANTI-BIAS, 'NORMALITY' AND DISAGREEMENT IN ECE SETTINGS**

#### **Individual Papers**

CHAIR: SARA BARROS ARAÚJO, Polytechnic Institute of Porto, Portugal

#### **Sometimes we have to clash: How Swedish preschool teachers engage with cultural value differences**

SUSANNA ANDERSTAF, Jönköping University, Sweden

This study aims to contribute knowledge about how preschool teachers engage with tensions stemming from cultural value differences among teachers, caregivers, and children. Motivating this work are current socio-cultural circumstances in Sweden in which preschool teachers are negotiating divergent curricular demands that simultaneously promote cultural diversity and a common tradition. Consequently, teachers experience an increased burden to address societal expectations concerning cultural diversity without appropriate communicative and conceptual tools (Björk Willén et. al, 2013; Lunneblad, 2006). We draw on Biesta's (2006) - via Lingis (1994) - conception of the rational community (RC) and the community-without-community (CwC) as an interpretive framework. Project data was gathered through focus group interviews with teachers in two Swedish preschools using stimulus materials designed to elicit discussion about value conflicts and cultural diversity. Informed consent was obtained from all study participants. Teacher engagement with questions of culture and values were organised around discussions of actual and imagined disagreements between teachers and caregivers about activities with preschool children. Analysis through the lens of RC and CwC revealed that teachers on the one hand, reinforced societal values and avoided conflict through invocation of the language of the rational community, on the other hand, from a CwC perspective, they developed insights about the value of conflict as means of gaining insight into the perspectives and cultures of the caregivers, as well as about their professional development. Project findings have implications for the development of pedagogical and policy tools related intercultural processes in preschool education practice and research.

Keywords: preschool, cultural diversity, Gert Biesta, values, cultural conflict

### **Diversity and the phenomenon of normality in times of "early intervention"**

LIV STRØMME, University of Stavanger, Norway

My study aims to explore the experience of adults and children in Kindergarten when it comes to "being normal". Which latitude are available for children based on expectations of normality? The study will also focus on the underlying values that indicate how children should be. Several research studies have explored the relationship between normality and deviation, and necessary actions to be taken, often in special education (Knudsmoen, Forfang & Nordahl, 2015). Research focusing on inclusion and diversity are also related to my study (Otterstad & Arnesen, 2012). The framework is based on phenomenology (Merleau-Ponty) and Honneth's Theory. The research questions will be examined based on a hermeneutical methodology (Gadamer), using interviews with employees, and observations of videotaped interactions between children, and adults and children. Research involving children requires particular caution and humility, both in terms of the adult's position of power but also because children are not always able to set limits for their integrity. Preliminary findings indicate that Kindergarten employees emphasise that diversity is desirable, but that it also might overshadow how early intervention practice picture children. Also to universalise international assessment and pedagogy might create challenges when tradition and culture is basically different. This research may increase employee's consciousness in how "normality" is regarded and taken for granted, and what implications their images and actions might have on children's everyday life and latitude in the kindergarten.

Keywords: normality, diversity, identity, recognition, early intervention

### **SYMPOSIUM SET E / 23**

#### **PEDAGOGISTA, MONTESSORI AND THE EARLY CHILDHOOD EDUCATORS' EXPERIENCE**

Individual Papers

CHAIR: MAELIS KARLSSON LOHMANDER, University of Gothenburg, Sweden

#### **Early childhood educator's professional experience: Narratives from different countries**

MAELIS KARLSSON LOHMANDER, University of Gothenburg, Sweden

The aim of this study is to investigate the professional experiences of early childhood educators in different cultural contexts. Research proves that quality ECEC provision is dependent on highly skilled and motivated early childhood professionals (Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2010). In this respect the education and competences of the staff matter (Oberhuemer, 2012, 2014, Vandenbroeck, Urban & Peeters, 2016) as well as their working conditions and daily practices. Employing a socio-cultural perspective (e.g. Säljö, 2005) as the theoretical point of departure this research explores possible similarities and differences in the lived experiences of the professionals and tries to identify "critical work issues" experienced by them. Framed within a qualitative paradigm in-depth interviews (Kvale & Brinkmann, 2009) were conducted with early childhood educators from six different countries (at different occasions) around issues dealing with their own education and everyday practice. The interviews were audio recorded and lasted for approximately 45-60 minutes. The Swedish Ethical Guidelines for Educational Research (Vetenskapsrådet, 2015) was adhered to in all stages of the research including informed consent, right to withdraw from participation in the study and confidentiality. Data is currently being analysed using Polkinghorne's (1995) analysis of narrative approach. Preliminary findings indicate that even though there are distinct differences related to the different cultural contexts there are also similarities across countries. The lived experiences of early childhood educators have implications for both policy and practice when it comes to for example working conditions, competences and how steering documents are understood and translated into practice.

Keywords: early childhood educators, professional experiences, narratives, cultural contexts, everyday practice

#### **The Montessori teacher in action: An exploratory study**

VALERIA ROSSINI, Università degli studi di Bari Aldo Moro, Italy

This exploratory study was realised in a Montessori preschool classroom in Bari in 2015. The research aims to show how the teacher's style can foster the children's autonomy in learning. This study is related to previous research works on Montessori teacher, considered as a guide for learning (Neubert, 1973, Honegger Fresco, 2000). The theoretical framework of this study is supported by the pedagogical constructivism and the teacher-child relationship researches (Pianta, 1999). Recent studies confirm the importance of teacher's ability to respect the "children's voice" in learning. Within the Montessori scientific observation paradigm, we used a qualitative methodology based on the participant observation. The study was conducted using a check list and a progress report focused on teacher-child interactions and through photographic material. Furthermore, a semi-structured interview was administered to the teacher. The study respected the basic ethical principles of the educational research. The investigators showed appropriate respect for persons who participated in research. The permission of parents to observe the children was required. The data were used only for research purposes. The results of our study highlight that the Montessori approach is related to the teacher's educational style, which has to be based on assertiveness, empathy and classroom management skills. It's necessary to increase the teachers' ability to promote the

children's right of grow up in positive school settings. In this perspective, all the teachers involved in the ECE should receive a specific preparation on the three essential dimensions of the Montessori's training: scientific, technical and spiritual.

Keywords: preschool education, Montessori approach, educational styles, teacher-child relationship, children's rights

#### **The role of the pedagista in Reggio Emilia: An ethnographic study of early childhood educator professionalism**

STEFANIA GIAMMINUTI (1) AND PAOLA STROZZI (2), (1) Curtin University, Australia; (2) Preschools and Infant-Toddler Centres - Istituzione of the Municipality of Reggio Emilia, Italy

This research investigates the role of the pedagista in the educational project of Reggio Emilia (Italy). Its aim is to influence conceptualisations of educator quality and improve systemic competency of early years settings. Following on from research in Reggio Emilia (Giamminuti, 2012, 2013, 2016), which focused on pedagogical documentation in everyday interactions, this study shifts its lens to the 'system'. The pedagista is a familiar presence in Italian municipal early childhood services (Balduzzi & Manini, 2013), but is little understood internationally. This study illuminates interactions between pedagiste and educators, providing significant insight into 'competent systems' (Urban, Vandenbroeck, Van Laere, Lazzari, & Peeters, 2012). This research privileges "artistic approaches" (Eisner, 1981), relying on a qualitative, interpretive and emergent conceptual framework. An "educational connoisseurship and criticism" (Eisner, 1991) approach was used in data generation and analysis. This includes many interviews with pedagiste and educators, and an extended period of time shadowing pedagiste. This study's ethical approach is informed by an ontology of relatedness (Martin, 2008), framed by values of dialogue, reciprocity, and informed consent. Ethics approval was obtained from the Human Research Ethics Committee, Curtin University. Emerging findings illuminate the notion of the pedagogical coordinating team as 'place of welcome, hospitality, and cultural reciprocity', underpinned by the values/themes of 'culture' and 'thinking'. An image of early years settings as competent system of research and lively intellectual contexts is discussed, informed by the connective value of solidarity. This research creates evidence-based understandings of teacher professionalism and competent systemic practices in early years settings.

Keywords: Reggio Emilia, pedagista, teacher professionalism, competent systems, quality

### **SYMPOSIUM SET E / 24**

#### **RIGHTS-BASED PEDAGOGIES**

##### **Individual Papers**

CHAIR: YARROW ANDREW, Flinders University, Australia

#### **The development of reflective dialogue and participation in young children through engagement with documented learning narratives**

ANJALI LOCKETT, Redcliffe Nursery School, United Kingdom

How can we move towards a more participatory and democratic approach to the documentation and assessment of learning? This research investigated how young children's participation could be raised through stimulating active, reflective dialogues and metacognitive thinking by engaging with documented learning narratives (Carr and Lee, 2012). This research challenges previous discourse on the 'right to be heard' (Thomas, 2001, Lundy, 2007), arguing for the child's right to participate (UNCRC, Article 12), in the key area of assessment. The work of Formosinho and Formosinho (2016) and Pascal and Bertram (2016) provides a theoretical framework, setting an agenda that empowers practitioners to affect transformation through action. This small scale piece of action research worked within a praxeological paradigm. It used participant observations, audio and visual data and pedagogic journaling to detail the developing reflectivity, metacognition of the participants and the transforming practise of the practitioner researcher, through two case studies. The children voluntarily assented, based upon informed consent from parents (EECERA, 2014). No child was denied the opportunity to participate in the conversations, with all children's contributions feeding into the general findings. It was found that by engaging with documented learning narratives, in the context of critical reflection of practice and transformational action by the practitioner researcher, reflective and metacognitive thinking was increased amongst the participants, leading to increased participation in the documentation process. This research has the potential to instigate new dialogues and engender reflective thinking, and be a beacon to the benefits of a participatory approach to assessment procedures.

Keywords: children's rights, participation, assessment, documented learning narratives, children's voice

#### **Children's leadership styles: An exploratory study in a preschool of Bari**

LUCIANA NEGLIA, Università degli studi di Bari Aldo Moro, Italy

Young children's leadership is a topic rarely considered in the literature. Our exploratory study aims to: a) investigate the nature of the children's leadership in a preschool of Bari, b) identify the relationship between leadership styles and educational style of parents and teachers. This study is related to previous research works on educational styles (Rossini, 2015). Whalley (2005) highlights the importance of the "educational guide" for children's leadership styles. The theoretical

framework of this study focuses on Shin, Recchia, Lee and Mullarkey's researches (2004). They identified four leadership styles in children ages 40 to 56 months: "director", "free spirit", "manager" and "power man". We are using a blended methodology based on the participant observation of children's interactions in the classroom. The episodes are documented using field notes and digital photographs. We will administer a questionnaire on educational styles to parents and teachers. The study respects the basic ethical principles of the educational research. Although the children were not able to give informed consent, which was gained from the parent, we have explained to the children what was being observed. The data will be used only for research purposes. Our research is still a work in progress. In reference to the literature, we expect to find a relationship between the adults' educational styles and children's leadership styles. This study focuses on the negotiation and child's participation in decision-making. There would seem to be a benefit if early childhood educators encourage collaborative play and help children to refine conflict resolution strategies.

**Keywords:** children's leadership, preschool education, leadership styles, educational styles, children's rights

#### **Children's rights education in the early years**

SHEILA LONG, Institute of Technology, Carlow, Ireland

The aim of this study was to investigate whether, to what extent and in what ways a group of early years students are informed about and understand children's rights through their initial practitioner education. The lack of impact of the UNCRC on early childhood programmes and curricula has been discussed in the literature (Robson, 2016, Di Santo and Kenneally, 2014, Konstantoni, 2013, Nutbrown, 2011, MacNaughton et al., 2007). The study drew on a theoretical framework informed by socio-cultural and transformative learning theory to provide a critical reading of the processes and relational structures of initial practitioner education, related to children's rights education. Using a mixed-method design consisting of questionnaires and focus group discussions, this study was located predominantly within an interpretivist paradigm. Data from the quantitative phase were analysed statistically, while qualitative data were analysed thematically (Braun & Clarke, 2006). Recruitment, informed consent processes, right to withdraw, privacy and non-coercion were key considerations of insider research with students. Ethical guidelines of BERA, the research site, and QUB followed. The findings report on students' engagement with key CRE concepts, such as best interests, participation and evolving capacity and the interconnectedness between their emergent understanding and underlying conceptualisations of young children. However, relations of power, traditional practices, indifference and paternalistic attitudes were found to obscure practices and pedagogies that are consistent with the enactment of children's rights. This study concludes with a proposal for a transformational model of children's rights education for the early years professional, contextualised to the early years sector.

**Keywords:** children's rights education, professional formation, transformational learning, mentoring relationships, power and control

### **SYMPOSIUM SET E / 25**

#### **IMMERSION, READINESS AND SHARED UNDERSTANDINGS**

##### **Individual Papers**

CHAIR: ELIZABETH ROUSE, Deakin University, Australia

#### **Building shared understandings to facilitate respect for all stakeholders in the transition to school process: Professional learning to support effective practice**

ELIZABETH ROUSE, ROSEMARIE GARNER AND MARIA NICHOLAS, Deakin University, Australia

This paper presents on a study which sought to investigate the extent to which a series of cross sector professional learning workshops for early childhood and primary school teachers enabled the sharing of multiple insights and perspectives and shared understandings around the transition to school process for children experiencing vulnerabilities. The key objectives were to build shared understanding around vulnerabilities, using strengths based approaches in building relationships, and empowering families as key decision makers in the transition to school process. Contemporary research exploring transitions to school found in academic journals informed the study. This research highlights that for children experiencing vulnerabilities, existing processes require targeted approaches, where schools and preschools work in partnership. The study was underpinned by social constructivist theories that present knowledge as constructed through social interactions, drawing on multiple perspectives to shape learning. An interpretivist paradigm using a qualitative methodology underpinned the study. Methods used included participant observation, field notes and workshop artefacts. To ensure the privacy of participants, the data collected was anonymous, and non-identifiable. Participation in cross sector workshops resulted in teachers creating shared language and understanding around strengths based approaches to inform effective transition processes for vulnerable children. This led to a valuing of each sector's practice frameworks and creating reciprocal understanding that was previously absent. This study highlights the criticality of professional learning opportunities which are delivered with cross-sectoral representation, if shared practice is to evolve. This evidence should be used to inform policy drivers and funding for early years related professional development.

**Keywords:** transition to school, shared learning, relationships, teacher practice, social equity

### **How much are the teachers ready for our children? A case of Canada & Turkey**

YASIN OZTURK (1), MERVE GANGAL (1) AND SEYDA NUR CELEBI (2), (1) Karadeniz Technical University, Turkey; (2) University of Ottawa, Canada

The aim of this study is to investigate Canada and Turkey's ECE (ECE) teachers' readiness for teaching and caring young children by comparing two countries pre-service teachers' views about their efficacy of and their expectations from teaching. We are getting our children ready for the schools. However, considering the children's rights and needs, we must get the teachers ready for our children. They are the ones who implement newest teaching methodologies and curriculum (Kagan, Kauerz & Tarrant, 2008). Pre-service teachers will learn how to organise caring and nurturing environment for children during their trainings (Goldstein, 2003). ECE teacher training programme has a significant role on teachers' practice (Blank, 2010). By looking at two countries' ECE teacher training programmes, we will have deeper understanding of how a quality teacher training programme can be planned in an each country. Theoretically, this study is based on comparative education perspectives. This is a qualitative study and data will be gathered through semi structured interviews with six pre-service ECE teachers in Canada and Turkey. There will also be document analysis of each countries teacher training programmes. The data will be analysed by a qualitative document analysis tool, which is NVIVO 11. The participants have right to withdraw from the research at any time and their names will remain anonymous. Comparative analysis will contribute to the understanding of teacher training programmes and policies. The preliminary findings emphasises that each countries' teacher training programmes has distinctive policies and practices. Further implications will also be presented.

Keywords: teacher training, comparative education, ECE, curriculum, preservice teachers

### **Against the odds: Implementing an immersion model of English as Language of Learning and Teaching (LoLT) with non-proficient Foundation Phase Students in English**

JO BADENHORST, Central University of Technology, South Africa

As a result of South Africa's political history, English is mostly chosen as the LoLT by diverse language groupings. This study investigated an environment where an immersion model is followed to teach English First Language to L2 African students of English who display very little proficiency. Most parents of African language-speaking students, go to great lengths to have English as the sole medium of instruction for their children (Busch, 2010, Lemmer and Manyike, 2012, Msila, 2005, Wolfaardt, 2010). High levels of proficiency in English persist as "the distributor of power" and upward mobility (Nkosana, 2011:11), and mostly, parents' preference for English stems from the unrealistic goals they entertain for their children's futures. The sociocultural theory of Vygotsky provided an appropriate framework for investigating the topic and interpreting the findings. A qualitative, contextual, and explorative research design was used with the case study method as the strategy of inquiry. The design involved both an interpretive and a constructivist perspective. Ethical measures included obtaining permission from the provincial Department of Education, the school principal as well as informed consent from all participants. Findings revealed that a collaborative approach is the key to success in immersion language settings. To this end, first line intervention with students both during and after school hours is needed, as is implementing a quality monitoring system for staff and students and establishing a functional school support and referral system.

Keywords: Immersion language model, Limited English proficiency, L2 African students of English, cognitive academic language proficiency, collaborative approach

## **SYMPOSIUM SET E / 26**

### **CONTRIBUTORS TO QUALITY IN INFANT-TODDLER EARLY CHILDHOOD PROGRAMMES? PERSPECTIVES FROM THE INSIDE, OUTSIDE AND IN-BETWEEN**

Self-organised Symposium

CHAIR: SHEILA DEGOTARDI, Macquarie University, Australia

Research has repeatedly demonstrated that the quality of infant-toddler programmes contributes significantly to children's current and subsequent learning and development. But what contributes to quality? In this symposium, we present three perspectives on contributors to quality, one examining the contribution of the infant, one exploring contributions from an organisational perspective, and the final, investigates qualities of interactions. All three perspectives, we will argue, enhance our understanding of complexity of the quality construct in programmes for very young children

### **Infants' encounters with curriculum - The benediction as invitation to participate**

SANDRA CHEESEMAM, Macquarie University, Australia

This study aimed to better understand how infants encountered curriculum in their Australian ECEC setting. The study contributes to a growing body of research, establishing the value of drawing on Levinas (1961, 1999) and his theorising about encounter (see Bath & Karlsson, 2016, Johannesen, 2013). Focusing in particular on infants' encounters with curriculum, this study illuminates infants' capacities to influence their teacher and suggest the direction of their learning. Using a critical hermeneutics theoretical frame (Kinsella, 2006), this study sought to reveal the potential for hidden, silenced or taken for granted aspects about curriculum for infants, alongside the use of narratives (Riessman, 2008) to reflect the infants' lived



experience. The single case study, used a Mosaic methodological approach, including video footage, still photographs, field notes and reflective journal entries. Narratives, were developed and analysed using both inductive, thematic coding (Braun & Clarke, 2006) and later, theory-driven analysis drawing on Levinas' (1999) key ideas of benediction and sayings. Ethics clearance was obtained through the Charles Sturt University Human Ethics Committee. It was important in this study to be mindful of the age of the infants and to respectfully observe and respond sensitively to their ascent to participate. Levinas' Theorising has provided a new lens through which to observe infants. His ideas about benediction, encourage a search for the infants' invitations - to notice their learning agendas. Seeking to gain a closer proximity to infant's perspectives can shift understandings of the complexity of their lives and capabilities.

Keywords: infants, Levinas, infant agency, curriculum, encounter

#### **Influences on quality interactions: The outsider perspective**

DEBORAH NORRIS, Kansas State University, United States

Quality group care for children under three is related to developmental outcomes (Vandell et al., 2010). Mangione and colleagues (2016) presented a factor analysis of an alternative measure of classroom quality (Programme for Infant and Toddler Care Programme Assessment Rating Scale-PITC PARS), limitations in their study prevented examining predictors of quality. This paper explored associations between characteristics of teachers and classrooms with scores on the PITC PARS factors. The three factors from the PITC PARS include sensitive caregiver-infant interactions, developmentally appropriate play and routines, and caregiver family relationships. Sensitive interactions form the foundation of quality childcare and have been linked with developmental outcomes (Norris & Horm, 2015). These interactions during play and routines are influenced by teachers' beliefs (Degotardi, 2010) and education/professional development (Allen & Kelly, 2015). Features of the setting such as classroom ratio and ages of the children impact the quality of sensitive interactions (Jamison et al., 2014, de Schipper et al., 2007). Ecological systems theory (Britto, Yoshikawa, & Boller, 2011, Bronfenbrenner & Morris, 2006) provides the theoretical framework for the study. Analyses examined the impact of force and resource characteristics of teachers as well as social characteristics of the classroom context as predictors of programme quality. Observational data were collected during four-hour visits to 61 infant/toddler classrooms. Teachers completed a child-oriented beliefs measure and demographic survey. Participant information was de-identified to protect participant identity and provide confidentiality. Significant predictors varied for the three factors from the PITC PARS. Policy implications for quality improvement initiatives are discussed.

Keywords: infants and toddlers, quality childcare, teacher child interactions, teacher education, teacher child ratio

#### **A sequential analysis of educator-infant conversations in early childhood centres: Exploring the learning potential of the in-between.**

SHEILA DEGOTARDI AND FEIFEI HAN, Macquarie University, Australia

This research investigates the characteristics of naturally occurring infant-educator conversations during episodes of peak educator talk. The quality of educator-infant interactions is widely regarded as central to overall programme quality. This study builds on previous analysis that found that the amount of educator talk experienced by infants was predicted by broad measures of interaction quality as well as infants' own verbal input (Degotardi, Torr & Han, under review). This research adopts the position that educators and infants both contribute to interaction quality. It is framed by social-interactionist approaches which propose that language development and children's learning are framed by their involvement in meaningful interactions (Halliday, 2003, Snow, 2014). Participants were 14 infants who experienced either very high or very low volumes of educator talk over a 3-hour observation period (Degotardi et al). We identified interactions lasting at least three conversational turns from 15-minute peak periods of educator word exposure per infant. Sequential analysis was then used to analyse the features of these interactions. Ethical approval was gained through Macquarie University's Human Ethics committee. Informed consent was obtained from the infants' parents and the room educators. Observers were attuned to, and ceased observing when there were signs of discomfort or distress. Infants' in high word-exposure rooms participated in more conversations than those in low-exposure rooms and their conversations were more likely to be informational than pragmatic. Informational conversations tended to be sustained past three turns. Findings have implications for the conceptualisation and provision of high quality, language and learning-facilitating infant-educator interactions.

Keywords: infant-toddler pedagogy, quality, language development, learning, interactions

### **SYMPOSIUM SET E / 27**

#### **DOCUMENTATION AND ASSESSMENT**

Individual Papers

CHAIR: TOMAS SAAR, Karlstad University, Sweden

### **Documenting behaviour-related learning objectives and pedagogical methods in Individual Education Plans (IEP)**

NOORA HEISKANEN, MAARIT ALASUUTARI AND TANJA VEHKAKOSKI, University of Jyväskylä, Finland

The study investigates IEPs as tools for planning systematic education and support. The focus is on how behaviour-related objectives and methods are recorded in children's IEPs and how they are developed over the years. Typically, objectives in IEPs are broad, vague and not measurable (Boavida, Aguiar, McWilliam, & Pimentel, 2010) and descriptions of methods inadequate (Ruble, McGrew, Dalrymple & Jung, 2010). Moreover, they are infrequently developed (Espin, Deno & Albayrak-Kaymak, 1998). According to the idea of social constructionism (Burr, 2015), IEPs construct the understanding about the child through language. In addition, documents have the potential to direct the child's education and the acts of professionals, thus, they are understood to perform acts (Ferraris, 2013). The research data consists of 38 children's IEPs (N=162) which were collected from five Finnish municipalities. Through contents and discourse analysis, differing kinds of planning processes concerning behaviour-related objectives were identified and linguistic features of these processes were investigated. Ethical guidelines of research were followed and the anonymity of children and municipalities was protected in every step of the study. Research permissions were asked from municipalities and written informed consents from children's guardians. Preliminary findings show that in the IEPs, previously set objectives and methods were only occasionally developed systematically over the years. However, when they were carefully revisited, further-defined and/or regenerated and their functionality was assessed in sequential IEPs, this increased continuity. Based on the results, careful revision of previously written plans and the importance of continuity when drafting an IEP are emphasised.

Keywords: individual education plan (IEP), pedagogical documentation, learning objectives, behaviour, planning

### **Political practice? Written assessments of 4 and 5 year olds**

RUTH HUNT, University of East London, United Kingdom

This research revisits a project that analysed teacher observations of children, now using Critical Realist ideas to analyse potential societal and institutional bias within observation and record keeping in the early years. Within early years practice in the UK there is a tension between using assessment formatively and for national league tables (Pollard, 2005). The welcomed (Bradbury, 2011) use of teacher observation in assessments is nevertheless open to quality (Stiggin and Conklin, 1992, Brooker et al, 2010) and bias concerns (Gipps, 2005). This research draws on Critical Realist concepts of laminated systems, and ideas of absence (Collier, 1994, Alderson, 2012) in the analysis of assessment observations. Research was framed within an interpretivist paradigm, now re-visited from a Critical Realist perspective, and adopted a qualitative methodology. Written observations, produced as standard classroom practice, were collected and subjected to thematic textual analysis. The document collection was undertaken with gate-keeper consent. Written documentation was collected and anonymised: idiomatic individual phrases were removed to prevent identification of specific writings styles of staff members. Written observations of individual children's free play actions were found to contain distinct similarities of style and content that spoke to institutional priorities for recording data. Far from being un-biased accounts of unique children, these observations were seen as deeply influenced by national educational culture. There is a need for robust reflection by settings regarding the institutional and governmental influences on formative assessment of children in the early years to counter the creeping impact of neo-liberal marketisation of education.

Keywords: written observation, teacher assessment, EYFS, value-informed assessment, critical realism

### **Watching the wheels - Documentation and reporting as an apparatus producing different values of activities at preschool**

TOMAS SAAR, Department of Educational Studies, Sweden

Documentation of activities are given high priority in Swedish preschools, and can be conceptualised as an apparatus that produces different practices and potentialities. The aim of the research is to study what activities that are made 'documentable', and what activities that are unnoticed. Research shows an uncertainty among the preschool's staff about what should be reported and how it should be done (Alvestad & Sheridan 2014). Based on a posthuman perspective (Barad 2007, Deleuze & Guattari 1987), the project studies how human and non-human objects entangle in the forming of the preschools' documentation practice. The data material was generated through an ethnographic approach during one year at two Swedish preschools. For this presentation, a situation where two-year olds playing with car tires was selected and analysed. Focus was on how children's play and practices of documentation interplay and transform. The study responds to the EECERA ethical protocols, and in particular the principles of integrity, transparency and respectful interactions. Video-recordings of children as well as documentation of the staff's approaches called for continuous awareness and discussions about research ethics and dilemmas. The results show how a distinction is produced between activities that are possible to document, and activities that are beyond the documentable. Activities that can't be articulated epistemologically, i.e. as learning objectives, are thus made less important and run risk of obscuring the children's exploration and autotelic activities. The research contributes to an understanding of the relation between educational policy flows and children's play and exploring of the material world.

Keywords: preschool, documentation, post-human, play, policy

## SYMPOSIUM SET E / 28

### CONCEPT VS. CONTEXT - RECONCEPTUALISING PROFESSIONAL WORK OF DANISH EARLY CHILDHOOD PEDAGOGUES

Self-organised Symposium

CHAIR: CHRISTIAN AABRO, University of Roskilde, Denmark

The symposium focuses on the influence of standardised concepts in public Danish daycare institutions (0-5 years). Danish kindergartens, their play-based curriculum and history of focusing on formation in a broad continental tradition, emphasising care and development based on everyday life and democracy, has long been admired and looked upon as something to work towards in ECE research, development and policies. Whereas kindergartens and pedagogues have a history of being predominantly self-managed, leaving curriculum and quality discussions to local communities and professional autonomy and judgement, the tradition is challenged these years as the area is becoming increasingly marketised, and new relations of economic interests, research focusing on "what works" and policy are evolving. The knowledge that pedagogues are expected to base their practice on is increasingly something that can be bought and sold in terms of various tools, models, manuals and programmes, legitimised in evidence based research.

#### **"Day care of the future" or 20 years back in time? - An example of a large-scale intervention programme**

ANNEGRETTE AHRENKIEL, Center for Research in ECEC, Roskilde University, Denmark

"The future of ECEC" is a large-scale intervention programme that intends to strengthen the quality of ECEC. The presentation discusses the ontological and epistemological assumptions behind the programme. The aim of the research project is to discuss how the programme challenges the "social-pedagogical" tradition, which is highlighted internationally. The research is related to research and critique of pedagogy as a technical praxis (Moss 2007) and of standardised programme's construction of the normal child (Pettersvold & Østrem 2012). Drawing on theories of critical pedagogy and concepts of democracy as a way of living, the presentation raises questions about the understanding of quality, professionalism and children in the programme. This presentation is based on analysis of documents and reports from the programme and to a small degree observations of the praxis promoted in the programmes. Within this interpretive paradigm and methodology, texts are seen as framing praxis but praxis is also seen as more complex than the programme and the texts behind it can predict. Documents and observations that are not publically available are anonymised. The programme undermines the democratic orientations in the social-pedagogical tradition in many ways, both regarding the relationship to the parents, to the children and regarding the understanding of the role of day-care in modern society. The project intends to strengthen a critical awareness about the way knowledge is used to promote undemocratic practices in so-called evidence based programmes. It wants to readdress questions about the purpose of education.

Keywords: standardisation, democracy, professionalism, evidence-based programmes, policy and praxis

#### **Making me feel more professional?**

LINE TOGSVERD, VIA UC, Denmark

This presentation provides an ethnographic account on the strategies and practiced that ECEducators develop, as they are engaged as participants in Future Day Care - a largescale research project that aims to gain evidence for a specific standardised pedagogic programme. I draw on previous research on professional strategies towards regimes of quality, standardisation, marketisation and evidence based practice (Ball, Hood etc.). I mainly draw on governmentality perspectives (Foucault, Dean, Ball, Moss & Dahlberg, Osgood), conceptualising the search for evidence as a form of knowing and governing ECE that informs and affects praxis, notions of pedagogy and the professional role. The study is inspired by policy ethnography (Ball, Shore & White), and includes interviews with professionals and observations of the praxis promoted in the programme. The interventions in the programme are understood as framing praxis, although praxis and professionals' orientations and strategies are considered to be more complex than such programmes can predict. Research participants and data will be anonymised. The ECEducators are surprisingly welcoming, but also very ambivalent towards such research practices. They are very aware of the dilemmas created by standardised programmes and of the ways practices in kindergartens are territorialised, shaped and formed. I focus on the dilemmas, paradoxes and ambivalences, exploring how pedagogues welcoming attitudes towards tests, programmes and evidence can be seen as a professional critique of current conditions and neoliberal discourses about pedagogy. The paper problematises the current faith in evidence based practices, pointing to the ethical dilemmas such practices impose on professionals.

Keywords: policy ethnography, professional strategies, evidence based research, policy implementation, marketisation

#### **Concepts vs context - Professional strategies of pedagogues in modern kindergartens**

CHRISTIAN AABRO, University of Roskilde, Denmark

The ambition of the research project is to seek an understanding of the ways professional pedagogues handle the arrival of concepts - and how they are applied with different kinds of meaning. How are the concepts interacting with - or interfering with - the internally or institutionally established modes of practice? The research is following an empirical study (quantitative + analytical) of the different types of pedagogical concepts, used in Danish public kindergartens across Denmark, collecting

data from all 98 municipalities in Denmark. (Aabro, C. (2016): *Koncepter i pædagogisk arbejde*. Copenhagen: Hans Reitzels Forlag.) Since the aim is to understand the formation of "meaning" in professional early childhood work, the framework draws on a poststructuralist, (symbolic) interactionist perspective. As the overall approach is interactionist, the methodology is phenomenological, seeking patterns of meaning and discourse. A series of dialogue labs were set up in 15 kindergartens, where qualitative, semi-structured interviews with 85 pedagogues were conducted, using initial mind maps as framing. All participating respondents are anonymised. The material shows patterns of professional attempts to construct meaning - between context and concept. These patterns can be identified as certain struggles, balances and dilemmas. The relevance of this study of the professional effects of the increasing conceptualisation of Danish kindergarten work transcends the Danish context, and reflects an international tendency towards standardisation and commercialisation. It points out some of the challenges and the dilemmas, from the point of view of the professional pedagogue, leading to an identification of constructive practice (and policy) strategies.

Keywords: professionalism, pedagogical culture, "what works" programmes, assessment, ethical judgement

## **SYMPOSIUM SET E / 29**

### **COMPASSIONATE PROFESSIONALISM: A KEY INGREDIENT IN SECURING HEALTHY OUTCOMES FOR CHILDREN AND FAMILIES**

Self-organised Symposium

CHAIR: JIM DOBSON, Manchester Metropolitan University, United Kingdom

Striving for social inclusion and the wellbeing of children and families is, at its heart a human endeavour. As such, the researchers point to the importance of compassion in practice. This symposium picks up various strands of compassionate professionalism, through instilling a compassionate ethos in the children's workforce, how compassion in practice is integral to efficiency and performance, and how compassionate spaces can be created and sustained, ultimately leading to better performance. Whilst not directly measurable in a scientific sense, compassionate cultures can lead to positive rewards and demonstrable success for organisations who wish to compete and survive. The research is not a rebuff to the growing landscape of metrics, but instead, serves as a reminder that human interactions, client centred practice and compassionate professionalism are central to any services which support children and families. Without such an ethos, organisations will struggle to thrive and grow.

#### **Ethics of caring and compassion in the early years practice in England**

JOSIE GABI, Manchester Metropolitan University, United Kingdom

This paper aims to examine teachers' perspectives on the role of compassion in early years learning and teaching, factors affecting its use in practice and strategies they use to embed it. Thus, the central argument of this paper is that compassion, if adopted appropriately, can be a significant tool to learners and teachers. Noddings (1988) notes that pedagogical approaches that embrace ethics of care afford an appreciation of children's unique experiences through a lens of compassion. Beauboeuf-Lafontant (2002:74) argue that a positive relationships and a shared purpose between children and teachers is key to school social cohesion and resultant positive learner academic progress and outcomes. Drawing from Deleuze's (1994:50) work, difference is viewed as 'respectable, reconcilable or federative' where children's sense of belonging might be realised through 'swarms of difference' rather than resemblance. The study utilised poststructuralist approaches to explore the multi-faceted and affective dimensions of compassionate practice. The exploratory techniques included semi-structured interviews with three teachers, which data were then analysed using discourse analysis to examine contextual representations of compassion in spoken and unspoken language (Foucault, 1972). Informed consent was negotiated with the children involved since it has been argued that even young children are able to understand such concepts (David, 2001). Participant names have been anonymised. Students are provoked to consider instances where affective practices and daily routines of care might leave some children sticking out as different, feeling neglected or stuck on the margins of belonging. This research has political and cultural implications for early years practice.

Keywords: affect, compassion, ethics, caring, pedagogy

#### **Teaching compassion: Exploration of professional socialisation**

LINDSAY SCHOFIELD, Manchester Metropolitan University, United Kingdom

The following paper seeks to explore the notion of compassionate practice through student narratives, in order to gain an insight into aspects of ECE, in the development of the reflective practitioner. There is an extensive amount of literature regarding compassionate practice within education, and wider disciplines. Intelligent kindness or having the ability to empathise has been suggested as something that other professionals do naturally, implying that this characteristic is innate (Olshansky, 2007). The theoretical framework for this study draws upon current theories of the caring relation in teaching (Noddings, 2012), as well as the notion of 'emotional labour' (Curtis, 2014), allowing for the exploration of professional socialisation. Within an Interpretive paradigm, and utilising a narrative inquiry as a methodology, provided the opportunity to explore the personal interpretations and experiences of compassionate and professional practice. The use of journals to record happenings acted as a method to collate both text and create a place and space for the students to express

compassionate inter and intra-actions. Ethical considerations consisted of addressing confidentiality, power and vulnerability. The findings suggested that providing a nurturing and caring learning environment encourages the development of emotional intelligence, allowing for the development of empathic understandings, which is crucial for the ECE workforce. An effective personal tutoring system, positive role models, and students experiencing and observing compassionate practice promotes a compassionate ethos. The challenge for educators is how to carry this out in order for it to be effective, considering the emotional aspects and concepts of compassion.

Keywords: compassion, care, teaching, emotional intelligence, professional practice

#### **The role of compassion in teaching early years students about Lesbian, Gay, Bi and Trans issues**

JAYNE MUGGLESTONE, Manchester Metropolitan University, United Kingdom

The research explores the role of compassion and compassionate spaces in relation to sexuality, gender identity and belonging on an early years undergraduate programme. Can a compassionate pedagogy support both lesbian, gay, bisexual and trans students and students with little or no understanding of LGBT issues, as well as those with homophobic and transphobic beliefs and attitudes? This builds on my recent research on LGBT students' experience of an EYCS undergraduate programme. Few people, children included, will be unaffected by LGBT issues in their lives but it is a subject area that is consistently left out of both early years settings and education, where it is often considered to be an irrelevant subject at best and an inappropriate one at worst (Robinson and Ferfolja 2010). Queer theory provides the theoretical framework. An interpretive paradigm was chosen in which to locate a qualitative methodology and semi-structured interviews and focus groups. There are two key ethical considerations. Firstly, the implications of the power dynamics inherent in the participants being students on the programme and potentially being taught by the researcher. Secondly, the relevance and potential impact of, and process of revealing or not, the LGBT identity of the researcher. Is compassion a critical element of both conducting research on this subject and of the development of the teaching of diversity and inclusion issues generally and LGBT issues specifically? Despite global developments in LGBT rights, LGBT people still experience inequality, discrimination, harassment and abuse and effective strategies for education are therefore critical.

Keywords: LGBT, reflective practice, compassion, researcher identity, queer theory

# SYMPOSIUM SET F

## THURSDAY 31<sup>ST</sup> AUGUST

### 16:40 – 18:00

#### SYMPOSIUM SET F / 1

##### INTERNATIONAL PERSPECTIVES ON ECE POLICY

###### Individual Papers

CHAIR: ROBERTO FARNÈ, University of Bologna, Italy

#### **Re-examining infant-toddler curriculum in the United States: Paradigms and influences**

NANCY FILE (1), NANCY BARBOUR (2) AND DIANE HORM (3), (1) University of Wisconsin-Milwaukee, United States; (2) James Madison University, United States; (3) University of Oklahoma, United States

This paper examines the competing influences that shape the learning experiences of infants and toddlers in American group care. Americans have long been concerned about the 'push-down' of curriculum and expectations in early childhood (Hatch, 2002). For example, research recently revealed that the perspectives of kindergarten teachers changed over 12 years to more closely resemble the practices and beliefs of teachers a grade level higher at the initial data collection (Bassok, Latham & Rorem, 2016). This raises questions about how the social construction of learning expectations and developmental science intersects, these concerns have received less attention regarding infants and toddlers. Are infants and toddlers being re-shaped to resemble older children? We investigate the operation of influences on infant/toddler curriculum using a social constructivist lens (Berger & Luckmann, 1966). In this theoretical paper we will trace the path of two influences on learning experiences in infant/toddler programs: 1) research findings about learning and development and 2) standards promulgated from a variety of sources (e.g., state agencies and professional associations), based upon a review of the literature. Ethically, we strive for a fair representation of the literature while also posing critical questions about stakeholder impacts and conflicts amongst our evidence. We will describe the relative influence and alignment between learning standards and developmental research as they are reflected within infant/toddler curriculum. We will then apply these perspectives to review both changes over time and the current state of the field in regard to curricular approaches being used in infant/toddler programs.

Keywords: curriculum, standards, research, infant/toddler, quality

#### **Key factors and challenges of research-informed policy making in ECEC - Examples from longitudinal studies in five different countries**

SOPHIE HAHN (1), JANINA EBERHART (2) AND CAROLYN SEYBEL (1), (1) German Youth Institute, Germany; (2) University of Cambridge, United Kingdom

In this paper, we discuss the potential of large-scale longitudinal studies for empirically informed policy making in ECEC. While there is an extensive body of literature on the relationship between research and policy making in the health sector (Innvaer, Vist, Trommald, & Oxman, 2002, Ross, Lavis, Rodriguez, Woodside, & Denis, 2003), the issue has been marginalised in the field of educational research. The presented project contributes to work that has started to address this shortcoming (e.g. Hargreaves, 2006). We suggest three key factors that can promote the meaningful application of research outcomes to policy decisions (cf. Taggart, 2010): (1) alignment of research questions with policy priorities as well as research and policy making processes (2) sound methodology (3) strategic dissemination of research outcomes. In an attempt to contribute to the establishment of an original theoretical framework for thinking about the relationship between research and policy in ECEC provision we present theoretical ideas and refer to recent collaboration strategies of longitudinal studies in ECEC (Kalicki, Woo, & Barnett, 2017). This study is guided by international standards (APA) of research ethics. Based on examples from selected longitudinal studies we discuss potential benefits, challenges and limitations in the collaboration of research and policy. While the paper argues that longitudinal studies have particularly high value as a source of information for policy making in ECEC it advocates that we should carefully think how to overcome the strong challenges that jeopardize a prudent relationship between research and policy making.

Keywords: research-informed policy making, longitudinal studies, research functions, collaboration models, limitations of collaboration

#### **The political dimension of the Italian preschool "a nuovo indirizzo"**

ANDREA LUPI, Fondazione Montessori Italia, Italy

The main goal of this research is to define the relevance of the political dimension of the Italian preschool in the years between 1958 and 1991. The aim of this research is to analyse the actual range of political issues in the setting of the so-called "Scuola a nuovo indirizzo" from Ciari to Malaguzzi. The principal Italian researcher that focused the importance of this

political framework in Italian education was Frabboni (La scuola incompiuta, 1983). He and his research group devised the political model of a democratic, antiauthoritarian and antidogmatic early infancy school, that was typically northern Italy based. Both left wing and catholic authors that influenced the reform of the preschool had connection to political movements, as Porcarelli (Educazione e politica, 2012) and Baldacci (Prospettive per la scuola d'infanzia, 2015). My conceptual framework is the problematic one, derived from Banfi and Bertin positions, I am a neo-marxist and leftist, and the paradigm of my inquiry is critical, the methodology based on historical dialectic approach. My method is historical, trying to compare and contrast different points of view and historical documents. I endeavour to ensure factual accuracy and avoid falsification, fabrication, mystification, suppression or misinterpretation of data Italian preschool was one of the most important field of democratic policies advance in our country thanks to many educators and to many educational thinkers I believe the main implication of my study derives from the definition of the political identity of the Italian preschool experience that will continue influencing teachers and administrators

Keywords: Italian preschool education, political dimension in education, progressive democracy, children's political rights, Ciari Malaguzzi Neri Frabboni

## **SYMPOSIUM SET F / 2**

### **STRENGTHENING INTERCULTURAL COMPETENCE**

#### **Individual Papers**

CHAIR: KATRIEN VAN LAERE, Ghent University, Belgium

#### **Narrative abilities in monolingual and bilingual preschoolers**

CARINA MARIE MÜLLER, Leibniz University Hanover, Germany

The study aims to develop a standardized test of narrative skills in monolingual and bilingual preschoolers in Germany. The focus of this paper are the narrative abilities of the children of the pre-study. Narrative ability is fundamental to interaction (Ringmann, 2014). But different developmental stages of narrative skills has to be reached before a child telling a story focuses e.g. around an incident in a story, shows a character development, a sequence of events and a problem which is resolved in the end (Sieg Müller et al., 2012, Kauschke, 2012). Assessing narrative abilities has proven to be a valid measurement of future academic performance (Ringmann, 2013, Chang, 2006, O'Neill et al., 2004). Nevertheless no narrative tests are published in Germany yet (Ringmann 2013). Two groups (monolingual and bilingual children) were identified (n=45 each). The children completed a story generation task. Data were transcribed according to CHAT transcription conventions (MacWhinney, 2002). The task was scored in relation to macrostructure (narrative information) and microstructure (total number of utterances, words and different words, mean length of utterance). The resulting data was analysed in anonymous form and the aim of the study was transparent to the participating children and parents. The developed holistic narrative instrument showed high participation opportunities for the children. An analysis of covariance (ANOVA) were used to investigate the effects of bilingualism on the narrative abilities. Early testing of narrative skills is important to indicate speech therapy to support social justice and inclusion for children with lower skills in preschool- and school-settings.

Keywords: narrative abilities, bilingualism, speech / language, narrative abilities, German

#### **Piloting interviews with asylum-seeking mothers: Perspectives on their children's learning, own role as mothers and beliefs about expectations of teachers**

CHRISTA KIEFERLE, ANDREA SCHUSTER AND WILFRIED GRIEBEL, State Institute of early childhood Research, Germany

This study investigates how asylum seeking mothers reflect their children's learning, their picture of a good mother and their beliefs about the expectations of teachers concerning the behaviour of their children in educational settings. It is a continuation of the previous study "Piloting interviews with mothers and fathers from refugee and asylum-seeking families" (Griebel & Kieferle, 2016). According to Whitmarsh (2011) an insight into experiences of new arriving families in Germany shall be provided. Strands of theories on transitions, multilingualism, and migration (Hamilton & Moore, 2004) were used and social-cultural oriented learning theories with references to Vygotsky, Rogoff and Dewey. Data were collected via guideline-based focus group interview and structured questionnaire. Interpretation took place with qualitative content analysis and quantitative methods. Discussion was interpreted into the home languages by a person with whom the mothers were well acquainted. The respondents were guaranteed non-maleficence, confidentiality, anonymity and with possibility to withdraw and not to complete particular items. The mothers had different views on the tasks of teachers and mothers in the educational process of their children. Parenting and educational tasks are seen as separated between home and educational institution. Both sides were seen as experts of their responsibilities. Communication and accord are considered necessary to a minor degree. Findings might have implications for practice and contribute for a better understanding of new arriving families and the building of educational partnerships.

Keywords: refugees, migration, diversity, learning, parents

### **To lead and strengthen intercultural competence**

MERETE NORNES-NYMARK AND ANE BERGERSEN, Western Norway University of Applied Sciences, Norway

Strengthening Preschool staff's attitude and mindset to enhance cultural diversity and inequality. Bergersen (2006, 2013, 2015, and 2017) discuss Preschool workers attitude and mindset related to cultural diversity and inequality, and discuss different strategies and didactics. Andersen, Sand, Zachrisen (2015) and Dahl (2013) also discuss cultural diversity, intercultural competences and educational formation related to awareness of worldview and construction of the society. For leaders to develop a deeper understanding and continuous assessment, Argyris and Schöns (1978) theory of double circuit learning is part of our theoretical tool combined to VAKE method (Patry, Weyringer, Weinberger, 2007). Project based on four Preschools using mixed method research design (Creswell, 2003). First step, qualitative questionnaire. We presented ethical dilemma in two different meetings followed by discussions. April 2017, a new questionnaire and individually and group interviews. Code used for each Preschool and each informant. Each Preschool are informed about issues and findings linked to their own Preschool. Our Preschools are in process where leaders motivate the staff to see cultural diversity as opportunities rather than challenges in their daily work. To be conscious about their own values and their worldview has been the first step in intercultural understanding using VAKE as a method. Findings about: How can Norwegian culture emphasising on equality be a challenge and how inequality can be consider as a positive value, is a key question for us to discuss. We will discuss a new practice for preschool leaders to work with cultural diversity through capacity building in intercultural understanding among staff.

Keywords: leadership, intercultural competences, cultural diversity, value and critical reflections, ethical dilemma

### **SYMPOSIUM SET F / 3**

#### **CHILDREN CONSTRUCTING SCIENCE**

##### **Individual Papers**

CHAIR: ITHEL JONES, Florida State University, United States

#### **"Because every kid can think like a scientist": Reflecting South African children's voice on being and becoming scientists based on their "hands-in-the-dough" experience**

LINDA BOSMAN, University of Pretoria, South Africa

The project explores Foundation Phase children's views of themselves as scientists based on their engagement in the La main à la pâte (inquiry-based science education) programme. It builds on work positioning young children as active agents, and natural, capable scientists (Ergazaki & Zogza, 2013, Eschach, 2011, Fleer & Pramling, 2014, Gelman & Brenneman, 2012, Harlen & Léna, 2013, Metz, 2011, Trundle, 2015). The conceptual framework integrates theories supporting IBSE, childhood theories conceptualising children-as-scientists, and the theory explicating science development from a cognitive constructivist perspective. An interpretivist qualitative multiple-case study research design was utilised to collect data from 70 children (six to nine years). Methods included interactive onsite observation, reflection sessions, focus group discussions and documents (science journals and drawings). The core ethics principles of autonomy, non-maleficence, beneficence and justice applied. Children were informed about their right to assent, dissent or withdraw. Trusting relationships were established and children's confidentiality and anonymity was safeguarded. The La main à la pâte ("hands-in-the-dough") approach engages children in authentic experiences in which they actively construct science knowledge, but also learn what science is and can be, and who they are and can be. This study reflects children's voices on being and becoming scientists, based on their engagement in IBSE. The findings indicate that children's identity and sense of agency as scientists are shaped by such engagement, and that children have complex understandings of science. Research-based policy making should translate into required transformation in practice to ensure contexts that will nurture children's development as scientists.

Keywords: inquiry-based science education, Foundation Phase, natural scientist, sense of agency, identity

#### **Children playing with technology: What and how they construct knowledge**

MARISA VASCONCELOS FERREIRA, Instituto Superior de Educação Vera Cruz/Núcleo de Pesquisas em Educação Infantil, Brazil

The research aims to discuss how children aged 3 to 5 years old, from public and private schools, use technological tools (photographic camera and computers / tablets) in ECE (ECE). The debate about children's relations with technology in Brazilian Child Education oscillated between understanding the media technologies from an instrumental reading, restricted to the child manipulation, or as an anticipation of the learning that would be characteristic of later levels of education (Muller and Fantin, 2014). Under this condition and in the intense presence of television in ECE, in which children only watch commercial films, we recognize the criticism that the child is placed in a passive position towards media (Buckingham, 2006). The sociocultural perspective, especially the understanding of play and environment (Vigotski, 2008, 2010), as well as the interaction studies (Oliveira and Rossetti-Ferreira, 1996, Pedrosa and Carvalho, 2005) are taken into consideration. The database is composed of children interaction episodes, recorded and transcribed, in addition to records of direct observation. The participants were clarified about the research objectives, signing a consent form. Our analysis show how children construct, within peer interaction, knowledge about technology, demonstrating the appropriation of cultural practices,



including the contradictions of contemporaneity and the creation of meanings, mainly in the play context. They also reflect situations of passive use of technology as a way of disciplining children. It is expected to contribute to the teacher education in order to reconsider conceptions about the relationship of the child with technologies, favouring their activity.

Keywords: ECE, media and technologic resources, social interaction, play, learning

#### **A cognitive approach to how children construct and understand the inevitability of death as a scientific knowledge**

GHADA ZAMKA, King Abdulaziz University, Saudi Arabia

This study focuses on how children construct their understanding of "inevitability" as a scientific understanding. The investigation particularly is amended toward children's astronomical knowledge by shed the light on the schema of their reasoning. According to Piaget, children's mature understanding of inevitability is not before age of 10 as they are lack to understand cessation and time. Later studies focused on biological aspect. However, an ambiguity is remained, in showing that children understand death through biological reasons. In contrast of the field of biology to understand inevitability, cognitive perspective and understanding astronomy are the angles of investigation of this study. My argument focuses on another perspective could support investigating children's scientific understanding of that death is inevitable. Scientifically, death is an end of life span of the body of living thing and causes its cessation at a specific time, permanently. In order to investigate children's understanding of time, it is needed to find out how they understand phenomena of astronomy. The study employed qualitative methods and interpretive paradigm. The tools are stories for probing understanding. The sample includes 21 children age 4 to 9. Due to the sensitivity of the subject, it is concerned in the tool of investigation. Children have a schema of thinking includes scientific and non-scientific knowledge. Their understanding of time and astronomy support them cognitively to understand that death is inevitable. The study sheds light on children's knowledge of Astronomy as a field of investigating how children construct their understanding of death.

Keywords: death, inevitability, non-functionality, astronomy, cognition

### **SYMPOSIUM SET F / 4**

#### **SUPPORTING EDUCATORS TO UTILISE PLAY AND NATURAL ENVIRONMENTS**

##### **Individual Papers**

CHAIR: MONICA GUERRA, University of Milano-Bicocca, Italy

##### **Educators and teachers in nature: A global challenge**

MONICA GUERRA (1), MAJA ANTONIETTI (2), MICHELA SCHENETTI (3) AND FABRIZIO BERTOLINO (4), (1) University of Milano-Bicocca, Italy; (2) University of Modena e Reggio Emilia, Italy; (3) University of Bologna, Italy; (4) University of Aosta Valley, Italy

The paper presents the results of a research still in progress, carried by four different Italian universities (Bologna, Milan-Bicocca, Modena-Reggio and Aosta Valley) within research and training collaboration. The aim is to explore the opinion of educators about their experiences and activities in nature with children 0-6 aged. The study is related to Italian researches on the perspective of nature and education (Bertolino, Guerra, Schenetti, Antonietti, 2016) and to other international studies on outdoor (Knight, 2013, Humberstone et al., 2015). The interest for a connection with nature in 0-6 age is coming back to the attention of educators in Italy especially in the last five years, thanks to a renewed Italian literature (Antonietti, in press 2017, Bardulla 2014, Bertolino, 2015, Farnè, 2015, Guerra, 2015, Schenetti, 2015) which define the pedagogical and educational value of experiences in the "green" surrounding childhood services. The role of educators in nature, moreover, is not clearly defined as a professional profile. The survey collected reports from educators in relation to their experiences through interviews (sample: 30 educators). These data will be explored using content analysis. Conforms to EECERA ETHICAL CODE (2015) participants were informed about the steps and results of the research and their anonymity was respected. The contribution will describe the choices and opinions of educators related to planning, organizing and leading activities in nature, aiming to highlight the main features in terms of resources and problems. These elements are essential for the design of specific and institutional training, not currently present in Italy.

Keywords: outdoor, nature, teaching strategies, educators' opinion, content analysis

##### **Beliefs and practices of pre-kindergarten educators about play in Chile**

DANIELA S. JADUE ROA (1), VASLEKA GRAU CARDENAS (2), KATHERINE STRASSER (2), DAVID PREISS (2), DAVID WHITEBREAD (3) AND VERÓNICA LÓPEZ LEIVA (4), (1) Universidad de O'Higgins, Chile; (2) Pontificia Universidad Católica de Chile, Chile; (3) University of Cambridge, United Kingdom; (4) Pontificia Universidad Católica de Valparaíso, Chile

The present study aims to study educators' beliefs about play and its pedagogical contributions in prekindergarten classrooms in Chile. Increasingly, international research recognises that trying to prepare children for school at early stages is only damaging and has no proven long-term effects in academic achievement (Sharp 2002, Kern & Friedman, 2009). In contrast work about play in ECE demonstrates its strong relationship with children's language, metacognition and self-regulation

development which are positive predictors of children's later achievements in school and their emotional wellbeing (Bornstein, 2006, Whitebread, 2010, 2011, Whitebread et al, 2007). This study employs Weisberg and colleagues' guided play framework (Weisberg et al., 2015) to explore educators' perceptions about play and their pedagogical interventions. Both children and adults' involvement in play situations are examined and related to educators' perspectives on play and pedagogy. The study is a mixed methods design, carrying out observations and semi-structured interviews to 60 pre-kindergarten classrooms of different SES distributed in two regions of Chile. Informed consent was sought from all participants respecting their right to privacy and withdrawal. Preliminary findings will show the effects of guided play pedagogy in educational environments (indoors and outdoors) and interactions (with educators and peers). This study aims to contribute with the current educational reform process in ECE in Chile bringing into policy discussion the implications of acknowledging play as an important quality factor for ECE curriculum.

**Keywords:** guided play, ECE curriculum, educators' perspectives, wellbeing, learning outcomes

#### **Teacher-child interaction-in-play: Stimulating make-believe play, complex language and thought**

EEFJE VAN DER ZALM (1), ANNERIEKE BOLAND (2), MARIEKE TJALLEMA (1), RESI DAMHUIS (1), MARIANNE BOOGAARD (3), DORIAN DE HAAN (4), LEVINEKE VAN DER MEER (5), HERMIEN DE WAARD (5) AND DORINA VELDHUIS (2), (1) Marnix Academie - University of Applied Science -Utrecht, The Netherlands; (2) Hogeschool iPabo - University of Applied Science - Amsterdam, The Netherlands; (3) Kohnstamm Institute - Amsterdam, The Netherlands; (4) University of Utrecht, The Netherlands; (5) de Activiteit, The Netherlands

This practice-based research aims to improve the quality of teacher-child interaction in settings of make-believe play, in order to stimulate both quality of play and complex language and thought. This research combines 1) guidelines to stimulate language production and exploratory talk in small group conversations (Damhuis, De Blauw & Brandenbarg, 2004), 2) different roles of play guidance (Johnson, Christie and Yawkey, 1999) and 3) the importance of creating intersubjectivity by following the child's intention (Hakkarainen, Brédikyte, Jakkula & Munter, 2013) and creating sustained shared thinking (Siraj-Blatchford, 2009). Interaction-in-play departs from a cultural-historical view on play as a form of participation of children in cultural activities, characterized by high involvement, implicit or explicit rules and degrees of freedom. Adults should always support those characteristics in play guidance (Van Oers 2014). First, a prototype was created through Design based research for interaction strategies in play guidance. The second phase was a multiple case study. Eight teachers applied the prototype in their group. For each teacher, three play-sessions were filmed, transcribed and encoded for teacher-behaviour and quality of children's play, language and complex thought. Quantitative and qualitative analyses were applied. Ethical approval was gained from all participants. Young children only played in the area if they wanted to. Ten verbal and non-verbal strategies appeared effective for stimulating language and play, e.g. creating "problems" in the make-believe setting or supporting the make-believe world by using "natural" language. The project resulted in a website with instruction and good practices to support professionalisation in play guidance.

**Keywords:** play guidance, language production, make-believe play, exploratory talk, intersubjectivity

### **SYMPOSIUM SET F / 5**

#### **THE EXPERIENCES OF STUDENT-TEACHERS**

##### **Individual Papers**

**CHAIR:** PATRICIA DEAN, Salisbury University, United States

#### **How to reason and reflect with young children: Experiences of students in the bachelor ECE**

ANOUK VANHERF, VEERLE VAN RAEMDONCK, ANNICK BIESMANS AND LEEN ROSIERS, Erasmus University College Brussels, Belgium

In many ECE-classes with children with a low language proficiency in the main language, teacher-child interaction becomes less challenging in terms of level of abstraction and cognitive stimulation. Students in the bachelor ECE participate in this practice-based research, which aims at improving reasoning and reflecting with young children. During an internship of five weeks students reflect with children, using pedagogical documentation (Reggio Emilia). This research combines theoretical insights on interaction complexity (Blank, 2002, Cabell, 2013, Neumann, 2015) with practical guidelines to stimulate language production and exploratory talk in small group conversations (Damhuis, De Blauw & Brandenbarg, 2004). Pedagogical documentation serves as a visible memory to support language acquisition and enable reflection (Fleck, 2013). Data for this study were collected over three years in playground settings (n=34) in culturally diverse and multilingual schools in Brussels. Students cooperated in a learning community with ECE-teachers. This study adopts a qualitative approach. Data were collected by videotaped conversations, transcriptions of interaction and coaching sessions. Data are analysed using observational instruments and evaluation forms. Ethical approval was gained from all participants. Schools were informed about the aims and the methodology of the project. School policy on privacy implies that all parents are informed about the project. Results of the research project will be presented. The insights led to practical guidelines and strategies to reason with

children. Pedagogical documentation is introduced as an effective tool to stimulate language acquisition and reflection. The research resulted in a teacher training and recommendations for everyday teaching.

Keywords: language acquisition, interaction strategies, pedagogical documentation, reflection, cognitive development

#### **The playful kindergarten teacher**

HENRIETTE HARBITZ, Western Norway University of Applied Sciences, Norway

The aim of the project is to investigate students' attitudes and willingness to be performative and playful with the children and fellow students before and after taking the course Art, Culture and creativity (ACC) in Norway. Secondly we want to find out whether Kindergarten teachers students' perception of their own competence, knowledge and attitudes towards playfulness and creativity change after taking the course Art, culture and creativity (ACC) The project builds on a separate pilot project. In addition to this we build on research showing that the teacher students' backgrounds and assertiveness in the arts and drama influence how they later will teach the subject. (Bandura 1997, 2015 Gatt & Karppinen, 2014, Bamford, 2006, Sæbø, Farrel, MacCammon, 2006, 2010). The project builds on theories of self-efficacy and didactics that emphasizes on the relationship between the students performativity and playfulness in order to teach others creativity and playfulness. 120 students and their practical training supervisors participated in the research project. They answered questionnaires and a selection of supervisors were interviewed. We have done an analysis of the curriculum for the teacher education and for the Norwegian Kindergarten to get a basis of what the preschool teacher is required to do relating ACC. The survey is anonymous and approved by Norwegian Centre for Research Data. A preliminary analysis shows that there have been changes in the student's competence, knowledge and attitudes towards playfulness and creativity. This research will have implications for how we teach ACC in the Kindergarten Teacher program.

Keywords: kindergarten teacher, playfulness, attitudes, creativity, culture

#### **An alternative to the sink or swim experience: An exploration of an induction program in British Columbia, Canada**

LAURA DOAN, Thompson Rivers University, Canada

The purpose of this research was to find out what practices are most effective in supporting new and experienced early childhood educators. This induction program was based on findings from research with beginning early childhood educators in British Columbia, who indicated a strong desire for induction support (Doan, 2014). While there are many successful induction programs (Aitken, Ferguson, McGrath, Piggot-Irvine & Ritchie, 2008; Murray, 2006; and McCormick & Brennan, 2006), there is no "one size fits all approach" (Doan, 2014). For this reason, this induction project had five components for participants to choose from. The theoretical framework for this project is based on current theories of learning in professional workplaces as well as general theories of learning, such as professional identity development (Katz; Vander Ven); teacher efficacy (Bandura); adult learning theory (Knowles); and learning within communities of practice (Lave and Wenger). Participants in this mixed methods study took part in online surveys, interviews, and/or focus groups. Before beginning the study, the research was scrutinized by a research ethics body, to ensure that ethical procedures were followed, including ensuring informed consent of all participants. Participants found the responsive peer mentoring and professional development to be most valuable as it was based on their needs. Participants reported increased teacher efficacy, as well as increased confidence in their ability to give and receive support. The results show the importance of having induction support for educators, and this has implications for those who design professional development and mentoring programs. Participants suggested flexible online support.

Keywords: induction, peer-mentoring, professional development, leadership, mixed-methods

### **SYMPOSIUM SET F / 6**

#### **EMOTIONAL SECURITY, WORTH AND COMPASSION**

Individual Papers

CHAIR: ELLY SINGER, The Netherlands

#### **Worth and wellbeing: Supporting the early childhood workforce**

YARROW ANDREW, GRACE SKRZYPIEC AND JESSIE JOVANOVIC, Flinders University, Australia

Identifying health or distress of the workforce, including measures of physical and mental health, and perceptions of external societal worth. Research builds upon existing projects exploring gender and class issues in the ECEC workforce, including parent perspectives and turnover. We draw on a feminist Bourdieusian perspective, using sociological tools to identify policy and practice interventions within ECEC. This study is situated within a multiple methods, post-positivist paradigm, with this phase of the research employing a traditional survey, with embedded validated psychological instruments (Siegrist et al. 2004, Tennant et al. 2007), to establish a baseline of worth and wellbeing across the sector, before contextualising this with

interviews, focus groups, and photo-elicitation techniques. EC educators remain a disadvantaged workforce, with low pay, and little respect compared to many other occupations. Ethically, this study privileges the voices of workers, and seeks to intervene in policy-making to improve the conditions of the field, through limiting survey length, and prioritising ongoing consent. Educators experience significant drags on their wellbeing across all sectors. Effects on turnover are reduced by two main factors, educator investment in their work with children, AND limited opportunities for alternate work of equal interest and greater value. Policy-makers should be aware that classed constraints work to limit options for staff, and it is this which keeps turnover within this critical sector within manageable levels. Attention needs to be paid to supporting adequate wages, meaningful career paths, and good leadership within the sector, to mitigate current impacts on educator wellbeing and perceived worth.

Keywords: work-value, educator wellbeing, turnover, social class, gender divisions of labour

#### **Emotional security: History of scientific debates and diversity in national policies and practices**

ELLY SINGER, The Netherlands

Since 1980s growing numbers of under-4-year-olds are in ECEC. Informal parental care is supplemented by professional care. This evoked heated debates about 'maternal deprivation', risks of infant day care and institutionalization. This study analyses these debates, research on emotional security and pedagogical practices. The goal is to rethink values, knowledge and the organisation of ECEC in the 21st century. My study "Child-care and the psychology of development" (1993, reissued 2017) was about relations between social policy, research and theories of child development until the 80s, this study focuses on the period thereafter. The study starts from the narrative tradition (Bruner, 1990) to bring the past into the present by analysing stories that shape our understanding of the future and ourselves. Oral interviews were conducted with thirty EC academics and advocates, active since the 1980s across Europe, North America, Australia and New Zealand about their youth, professional interest, training and development, academic and political constraints and opportunities, and draw backs and successes. Ethical principle is to reconstruct life stories from the perspective of the non-anonymous interviewee that can delete and add in their story. Differences in opinion among interviewees are treated respectfully. In pedagogy every generation has to rethink basic issues as emotional security of children in changing social contexts. Political and economic values have a deep impact on pedagogical practices. The stories of our interviewees from diverse countries provide examples of the multiple ways in which emotional security of young children can be endangered and cared for.

Keywords: emotional security, history ECEC, professionalisation of care, cultural diversity, stress in young children

#### **Cultures of compassion**

LASSE LIPPONEN (1), ANTTI RAJALA (1) AND JAAKKO HILPPÖ (2), (1) University of Helsinki, Finland; (2) Northwestern University, United States

We identify and explore three perspectives for researching and understanding compassion in early education settings, namely, the psychological, practice, and cultures of compassion perspectives. Societies around the world are currently challenged by the growing turbulence of societal changes. Increasing social diversity, unpredictability, and complexity have lead policy makers and educationalists to look for competences, characteristics, and cultural practices that children need. Compassion is among those that are most agreed. Compassion appears to be more than just a skill. According to Nussbaum (2014), compassion is the basic sentiment of a democratic community: without it we lack the motive to respect others, protect them from harm and respond to their undeserved sufferings. We will enliven this theoretical discussion by interjecting illustrating vignettes from our empirical study done in a Finnish preschool. We need to learn to harness compassion as a tool for social Children, teachers and parents were informed about all the aspects of the research. We also asked for a written authorization from children's parents, and nobody refused their child's participation in the study Understanding such a complex phenomenon as compassion requires going beyond the psychological and practice perspectives to focus on and transform systemic or institutional causes of collective suffering. We need to learn to harness compassion as a tool for social transformation not only on the level of small group, face-to-face interactions (practices), but also on the level of large-scale social processes and policies.

Keywords: empathy, compassion, inclusion, democracy, competences

#### **SYMPOSIUM SET F / 7**

##### **SUSTAINABLE LEADERSHIP AND PRACTITIONER WELLBEING**

Individual Papers

CHAIR: SANDRA CHEESEMAM, Macquarie University, Australia

#### **Leaders growing leaders: Effective early childhood leaders for sustainable leadership**

JANIS CARROLL-LIND, Te Rito Maioha Early Childhood New Zealand, New Zealand

This study aimed to demonstrate how effective early childhood leaders in New Zealand support the 'on-the-job' leadership development of themselves and their teams to facilitate sustainable leadership. Effective leadership is a key driver of quality ECE (ECE) yet many leaders have limited professional training for their leadership and administration roles (ERO, 2010). The conceptual framework draws on Argyris and Schön's seminal work (1974), with the high level of congruence found between what the leaders said they valued (espoused leadership theories-of-action), and the practices they enacted (leadership theories-in-use) underscoring the value of making 'leadership practice' a more explicit part of what ECE leaders and teachers reflect on and articulate within their everyday professional lives. Grounded theory and multiple case study methodology conceptualised the phenomenon of leadership. Converging evidence was obtained using a mixed method approach to gather contextual data regarding leadership actions and strategies via quantitative (national survey questionnaire) and qualitative (observation and interview) procedures. Ethical considerations included informed consent, confidentiality, minimising harm, and social and cultural sensitivity. To mitigate the risks to their anonymity participants were invited to provide a pseudonym for themselves and their centre. A picture unfolded of current ECE leadership experience and qualifications, beliefs and practices, including the organisational structures and processes underpinning the leadership culture of the seven case study settings. The study generated a framework emerging from the data to support leadership development, for leaders and their teams, to ensure that effective leadership is purposefully grown, developed and sustained across their ECE settings.

Keywords: leadership, sustainability, effectiveness, ECE, practice

### **Embodying social policy, exploring emotional landscapes: A performative autoethnographic approach**

ELIZABETH HENDERSON, Aberdeen City Council, United Kingdom

This research explores the embodiment of social policy and its impact on practitioner wellbeing seeking to draw the 'body from the shadows of academe and consciously interrogate it into the process and production of knowledge' (Spry, 2001, p.725) while asking what it means to be caught up in protecting and safeguarding children in challenging ECEC settings? The historical mind-body split in research (Pelias, 2001, Hyden, 2013) has impeded practitioners from sharing their challenging experiences. Embodiment goes beyond this duality to elicit the 'emotional landscape' (Sumsion, 2001, p.195) of ECEC practice and practitioner experience. Antonovsky's (1993) theory of coherence and Nilsson et al's (2015) research on salutogenesis are explored through the narratives, linked to practitioner wellbeing and workforce attrition (Downey et al. 2014, Nilsson et al, 2015). Adopting a phenomenological stance that assumes the construction of relational selves (Spry, 2011) enables this autoethnographic self-narrative to illustrate discordant polyphonic voices (Denzin, 2006). Writing as a method is analytical and is therefore not further analysed (St. Pierre, 2011). Autoethnography necessitates going beyond conventional ethical practices, adopting both an ethic of self-care and a wider consideration of the need to protect others involved in the research. Tensions within the practitioner's role may be underestimated as embodying social policy impacts detrimentally on wellbeing, raising issues of practitioner agency and the need for further empirical evidence. Future research practices that share the tensions of ECEC practice can help inform future training to address the concept of coherence and its role in nurturing the wellbeing of practitioners.

Keywords: emotional landscapes, practitioner wellbeing, performative autoethnography, embodiment, safeguarding / child protection

## **SYMPOSIUM SET F / 8**

### **MAPPING THE MATERIAL WORLD**

Self-organised Symposium

CHAIR: JANE BONE, Monash University, Australia

The presentations in this symposium highlight innovative approaches to methodology in research in order to support children and adults involved in the lives of children. Our collective emphasis is on engagement with the material world and we use theories that include new materialist theoretical perspectives. Our research uses participatory approaches in new ways in order to extend ethical thinking about possible responses to children's voices across time and in different spaces and contexts. Our use of mapping reflects Deleuze and Guattari's (1987) recognition of "multiple entryways" and we suggest that our cross-national dialogue will open new possibilities for thinking about young children.

### **Keeping young children in the frame: Materialist relational theory and the Mosaic approach**

ALISON CLARK, Thomas Coram Research Unit, United Kingdom

What new understandings can be gained from re-examining young children's embodied experience of their early childhood environments using theories that acknowledge the agency of children and things? The paper builds on the empirical study, Living Spaces (Clark, 2010) that explored young children's and adults' involvement in the design and review of early childhood environments. Materialist relational theories provide alternative ways of thinking about early childhood environments and the relationship between people, places, policies and things (e.g. Olsson, 2009, Taguchi, 2010 and Jones, 2013). This paper revisits material from the original Living Spaces study using the work of Deleuze and Guattari (1987) to discover new ways of thinking about how young children make sense of the material world in which they are immersed. Working within a

participatory paradigm the study adapted the Mosaic approach (Clark, 2017) based on participatory, visual methodology to co-construct with young children important features of their current and possible future environments. Beyond gaining university ethical research requirements based on BERA we continue to engage with ethical implications of ongoing theoretical and methodological work. The paper takes children's insights about the 'scratchy carpet' and 'the comfy chair' as a starting point for re-examining the way young children map their environment, drawing attention to the agency of things as well as people. Looking at these intra-actions has 'ethical and material consequences' (Grieshaber, 2016) about how young children are transformed and can transform their day to day contexts.

Keywords: participatory methods, material world, Mosaic approach, Deleuze and Guattari, early childhood environments

#### **Mapping connections through the material world: Walking to belong**

JANE BONE, Monash University, Australia

This research aimed to look at belonging in new ways. A group that included early childhood educators, family members, children and researcher, walked together and explored the materiality of the experience. Participants reflected on bodily sensations, material encounters, memories and connectedness to place. The research was influenced by literature about place pedagogies (Gannon, 2009) and mindful walking (Jung, 2014) and drew on previous research about walking with children (Bone, 2013) outside the preschool. New materialist feminist theories inform the research. In particular the work of Karen Barad (2007) emphasises entanglements with matter. A post-qualitative (St Pierre) approach to research supported an innovative methodology whereby the researcher curated each walk and interviews were conversations in movement. Participants responded to questions after each walk. Participants brought friends and family along but only the words of participants themselves became data. One walk was on land owned by the Wurundjeri people and permission to visit the site was gained and instructions about how to walk on that particular piece of land were followed. We collectively noted the injustices embedded in the material world that had become taken for granted in signs, maps and memorials. Children's voices from the past called to us. Aspects of curriculum, like 'belonging', can be seen as relatively unproblematic. This research calls on educators to advocate for change as an ethics of belonging in their communities.

Keywords: new materialisms, walking, Barad, ECE, methodology

#### **"You can't see me": Mapping young children's private play worlds**

DEBORAH MOORE, Deakin University, Australia

The aim of this narrative inquiry was to examine young children's imaginative play places over time. Historical and contemporary children's voices were brought forward to make meaning of symbolic and actual places they constructed for imaginative play. The study builds on Hart (1979) and Rasmussen (2004), adding an intergenerational dimension which illustrates children's strong impulse to construct their own play places. The study is founded on the sociology of childhood (Dahlberg & Moss, 2005), in which children's agentive storytelling and knowledge were valued and sought. An interpretative paradigm underpinned the choice of a narrative inquiry methodology (Clandinin & Connelly, 2000). The invitation to tell stories through conversational interviews embedded with multimodal methods (Clark, 2007), such as mapmaking and creating memory boxes, prompting a deep examination of the meanings of play. An ethical commitment to each child's right to fully participate within research was adhered to - from the child's assent prior to each conversation to their choice of stories in the analysis. Young children's awareness of their need to construct "quiet, uninterrupted and private places" for imaginative play was shown to be stable over time (Moore, 2015). The importance of these places was seen and heard through the children's storytelling, mapping and memory boxes. This study illustrates young children's mapping of private play places, and their right to privacy. Implications in relation to supervision and hidden places in early childhood environments are advocated as children showed they were aware of their emotional need for privacy for imaginative play.

Keywords: private play places, mapping, young children, place construction, narrative inquiry

### **SYMPOSIUM SET F / 9**

DIRECTORS AND DEPUTIES - LEADING TOGETHER OR ALONE? PERSPECTIVES FROM AUSTRALIA, FINLAND AND NORWAY

Self-organised Symposium

CHAIR: MANJULA WANIGANAYAKE, Macquarie University, Australia

This presentation is based on a tri-nation study of early childhood Centre Directors and Deputies in Australia, Finland and Norway. It explores the nature of leadership decision-making. In this presentation Phase 1 data based on the analysis of job description statements of directors and deputies will be presented. Findings contribute new understandings about the power and agency of EC practitioners occupying positions of leadership contextualised within the three nations participating in this research.

#### **Educational leaders and 2ICs in Australia - Who they are and what they do**

MANJULA WANIGANAYAKE (1), MARGARET SIMS (2) AND FAY HADLEY (1), (1) Macquarie University, Australia;

## (2) University of New England, Australia

This study explores the nature of EC leadership decision-making involving directors and deputies in Australia, Finland and Norway. Findings contribute new understandings about the power and agency of EC practitioners occupying positions of leadership within three countries. The presenters of this self-organised symposium are members of the International Leadership Research in ECE forum, established in 2011. Our previous research and publications about EC leaders shaped the current project. The research is underpinned by an interpretivist ontology and a social constructivist epistemology. In keeping with Lipsky's concept of 'street-level-bureaucracy' and Weick's perspectives of 'sense-making', we examine how EC directors and deputies, engage in making leadership decisions. This exploratory study, comprises two phases. Phase 1, involves the analysis of participants' job description statements using Krippendorff's content analysis methodology. Phase 2 comprises follow-up interviews. This presentation focuses on Phase 1 data. Ethical aspects of this study were approved by Macquarie University Human Research Ethics Committee (Ref. No 5201600733). Relevant authorities at the other 3 universities were informed of this research. This presentation explores the evolving role of the Directors and deputies in Australia. We will discuss how the lack of job descriptions and overlap between leadership and management responsibilities are creating confusion. We will also discuss how the increasing tensions between compliance and local decision-making (ie, Street level bureaucracy), can influence the enactment of the educational Leaders' roles and policy framing in ECE in Australia.

Keywords: leadership, roles, change, street-level-bureaucracy, sense-making

### **Finnish directors and deputy directors leading the way - Nature of their roles and responsibilities**

MANJULA WANIGANAYAKE (1), LEENA HALTTUNEN (2) AND JOHANNA HEIKKA (3), (1) Macquarie University, Australia; (2) Jyväskylä University, Finland; (3) University of Eastern Finland, Finland

This study explores the nature of EC leadership decision-making involving directors and deputies in Australia, Finland and Norway. Findings contribute new understandings about the power and agency of EC practitioners occupying positions of leadership within three countries. The presenters of this self-organised symposium are members of the International Leadership Research in ECE forum, established in 2011. Our previous research and publications about EC leaders shaped the current project. The research is underpinned by an interpretivist ontology and a social constructivist epistemology. In keeping with Lipsky's concept of 'street-level-bureaucracy' and Weick's perspectives of 'sense-making', we examine how EC directors and deputies, engage in making leadership decisions. This exploratory study, comprises two phases. Phase 1, involves the analysis of participants' job description statements using Krippendorff's content analysis methodology. Phase 2 comprises follow-up interviews. This presentation focuses on Phase 1 data. Ethical aspects of this study were approved by Macquarie University Human Research Ethics Committee (Ref. No 5201600733). Relevant authorities at the other 3 universities were informed of this research. This presentation explores Finnish centre directors and deputies roles who are expected to collaborate when overseeing the work of 2-3 centres and FDC settings. We adopt a distributed model of leadership to discuss these roles. We will also discuss how these job descriptions reflect evidence of partnership in leadership decision-making within municipalities.

Keywords: leadership, distributed, roles, challenges, partnerships

### **How do directors make sense of leadership in the reconceptualised leadership teams in Norway?**

MARIT BØE AND KARIN HOGNESTAD, University of South East-Norway, Norway

This study explores the nature of EC leadership decision-making involving directors and deputies in Australia, Finland and Norway. Findings contribute new understandings about the power and agency of EC practitioners occupying positions of leadership within three countries. The presenters of this self-organised symposium are members of the International Leadership Research in ECE forum, established in 2011. Our previous research and publications about EC leaders shaped the current project. The research is underpinned by an interpretivist ontology and a social constructivist epistemology. In keeping with Weick's perspectives of 'sense-making', we examine how EC directors and deputies, engage in making leadership decisions. This exploratory study, comprises two phases. Phase one involves the analysis of participants' job description statements. Phase two comprises follow-up interviews. This presentation focuses on phase two using Krippendorff's (2013) content analysis methodology. Ethical aspects of this study were approved by Macquarie University Human Research Ethics Committee (Ref. No 5201600733). Relevant authorities at the other three universities were informed of this research. Norway has been reconceptualising EC leadership, which has led to a redistribution of leadership in a context where deputy directors have a co-responsibility in leadership. Our findings illuminate new insights into how directors experience leadership where deputies are part of the leadership team. We will also discuss how these job descriptions indicate that directors are not alone in leading. This includes a reconceptualising of leadership roles to ensure collaboration within and across centres.

Keywords: leadership, job-descriptions, roles, reconceptualised, teams

## **SYMPOSIUM SET F / 10**

### **CREATIVITY, HUMOUR AND THE ARTS**

#### **Individual Papers**

CHAIR: ELENI LOIZOU, University of Cyprus, Cyprus



## **Children's visual and verbal humorous productions through the tenet of the Theory of the Absurd and the Empowerment Theory**

EVI LOIZOU AND ELENI LOIZOU, University of Cyprus, Cyprus

This study's research question was "How does a teaching intervention, focused on humour, affect the type and quantity of kindergartners' humorous visual and verbal productions?" Loizou (2005) investigated infants' humour and framed the Theory of the Absurd and the Empowerment Theory. It was suggested that children produce and appreciate humorous events by employing incongruous actions and empower themselves by violating adults' expectations. The same framework was explored with older children and was elaborated and examined in terms of visual and verbal productions (Loizou & Kyriakou, 2016). The theory of the Absurd and the Empowerment theory have been examined through multiple perspectives creating a significant framework on which one can explore young children's production and appreciation of humour. Data collection included interviews, artefacts, and narratives. Twenty-seven kindergartners were asked to produce a humorous drawing and a story before and after a teaching intervention which included the reading and analysis of a humorous picture book, rhyming poem and painting. Data was analysed both qualitatively and quantitatively. Parents signed consent forms for having their children participate in this study and children had the option to deny participation at any part of the study. Findings suggest that after the teacher intervention children produced more humorous episodes. In their story production, directly related to the Empowerment theory, humorous episodes increased more than in the drawing productions which were related to Theory of the Absurd. These outcomes highlight the importance of humour as an educational tool which unlocks children's creative thinking and creates space for social empowerment.

**Keywords:** kindergartners' humour, teacher intervention, verbal and visual humour, theory of the absurd, the empowerment theory

## **Teachers' role in preschool arts education - Australia v. China**

XIANGYI TAO, The University of Sydney, Australia

This paper investigates teacher's role in preschool arts education in Australia and China. Gaps often show between intended curriculum, operational curriculum and received curriculum (Ewing, 2013, Smith & Lovat, 2003). This research examines both curriculum intentions suggested in ECE policies and curriculum practice. Previous research discussing teachers' role in arts education draw insights from cross-cultural perspectives (Deans & Brown, 2008, Golomb, 2002). An updated review, as this study progresses, could provide a response to the changing contexts in both countries. The research is framed using the socio-cultural perspective (Vygotsky, 1978). The idea of crystallisation (Settlage et al., 2005) also sheds lights enabling the consideration of variation and complexity in different perspectives. Especially, teachers' role is reflected through the lenses of children and parents whose voices are often ignored. This research adopts the qualitative case study methodology. To understand teachers' role in policy intentions, document analysis is conducted. Empirical data come from classroom observation, teachers' interview, conversation with children, and parent questionnaires. Approved by Human Research Ethics Committees at the University of Sydney, this study obeyed the Australian National Statement on Ethical Conduct in Human Research. This study suggests: 1. Teacher's image is flexible and contextual in preschool arts education. 2. Teacher's self-identity and perception of curriculum intentions are key in program design and delivery. 3. Gaps reveal between official intentions, teacher's self-identity and expectation from children and parents. Drawing lessons from the different cultures, this study also discusses current challenges and informs possibilities of teachers' roles in preschool arts education.

**Keywords:** teachers' role, qualitative empirical research, international comparison study, curriculum intentions and practice, preschool arts education

## **The experience of drama play and drawing act: What do children narrate in their drawn picture after drama play?**

HIROAKI ISHIGURO, Rikkyo University, Japan

This research addresses the relationship between dramatic play and drawing in early childhood. Follow-up drawing is an important way for children to revisit what they have experienced in their play. Preschool children who participated in "Playshop" (Ishiguro, in press) drew pictures after their improvised dramatic play. Their pictures refer to their intentions (Luquet, 1927, Duncum, 1993) as well as things they experienced in their play. Their drawings may be good resources for understanding what young children perceive, think, or feel in their dramatic play. However, it can be very difficult to decipher what their drawings mean. Children usually express their narrative with multimodal media. Children often draw only one scene of the event or express the whole event by the juxtaposition of several objects in the same plane as their "narrative drawing" (Duncum, 1993). A total of 70 pictures drawn by 10 children who participated in the weekly "Moon Explorer" drama session over three months were analysed to find the common and different features among children. The individual transformation of the pictures among successive sessions was also analysed. All the parents of the children and the principal of the kindergarten consented to the research agreement regarding the researchers' use of the data. Children's original techniques for expressing their experiences and the micro development through the sessions were compared with the play activities. We need a tool to listen to children's voices of their dramatic experiences. This study provides a way to use follow-up pictures as a tool for understanding children's experience.

**Keywords:** drama play, drawing, narrative, ECE, children's voice

## SYMPOSIUM SET F / 11

### BUILDING A QUALIFIED, SKILLED AND PROFESSIONAL ECEC WORKFORCE IN AUSTRALIA

Self-organised Symposium

CHAIR: SUSAN IRVINE, Queensland University of Technology, Australia

Australia is in the midst of a national reform agenda to increase access to higher quality education and care services (COAG, 2009). Success is reliant on addressing current workforce challenges to grow a "sustainable, highly qualified and professional workforce" (SCSEEC, 2012, p. 1). Grounded in a policy discourse around professionalism, new standards have raised qualification requirements for all educators, are set to double the number of early childhood teachers working in long day care, and promote the educational role of educators in ECEC. However, progress is being hampered by a fragmented sector and continuing differences in wages, conditions and professional recognition linked to the ECEC work context. This symposium showcases empirical research investigating three pressing workforce challenges in Australia: Educators' perspectives of their professional status, what keeps early childhood teachers working in long day care, and transdisciplinary approaches to build educators' capacity to provide care within early education programs.

#### **Are you a professional? Australian early childhood educators' understandings about their professional status and work roles**

SUSAN IRVINE (1), JENNIFER SUMSION (2), KAREN THORPE (3), JOANNE LUNN (1), ELENA JANSEN (1) AND VICTORIA SULLIVAN (3), (1) Queensland University of Technology, Australia; (2) Charles Sturt University, Australia; (3) University of Queensland, Australia

Set against a policy discourse of professionalism, the aim was to explore how educators understand their professional status and roles in centre-based ECEC in Australia. A recent national inquiry into ECEC (Productivity Commission, 2015) acknowledged the prevailing view that the Australian ECEC workforce is underpaid and undervalued. Raising the professional status of educators has become a policy focus. We were interested to explore the connection between policy and educators' views of their status and roles. This research is part of a national ECEC Workforce Study (Thorpe et al., 2016), funded by the Australian Research Council. This study applies Moss's (2009) conceptualisation of educator's roles, namely pedagogue, technician and/or nurturer. This study is situated within a three-year mixed-method study involving a national survey (n = 1200) and case studies of 98 educators in 13 centres. Here we report on findings from the case studies, based on semi-structured interviews with a representative sample of educators in Queensland, Australia. Ethical considerations included respect for persons and informed voluntary consent. Analysis identified three emergent categories of explanation for professional status, linking to the educator's work with children, qualification and/or community opinion about work in ECEC. Less than half the sample (45%) described their work as intentional pedagogical work. Statistical analysis revealed associations between educator's perceptions and their social and educational characteristics. The study contrasts top-down policy with ground-up perspectives, and makes clear the need for continued collective effort to deepen educator's understanding of their professional work alongside enhanced community awareness.

Keywords: educators, professional status, roles, policy, Australia

#### **What keeps Australian early childhood teachers working in long day care?**

SHARON MCKINLAY (1), SUSAN IRVINE (2) AND ANN FARRELL (2), (1) Goodstart Early Learning, Australia; (2) Queensland University of Technology, Australia

Australian and international government policies aim to increase the supply of early childhood teachers in ECEC (ECEC) to ensure the greatest impact on children's learning and transition to school. Amongst reforms in Australia is the requirement for university degree qualified early childhood teachers to be employed to provide a preschool education program for children in the year prior to school entry. Realisation of this policy goal is hampered by teacher shortages and the challenge of attracting and retaining teachers in ECEC. This presentation will share findings from a recent study investigating what keeps Australian early childhood teachers working in long day care. This research links to a larger national research project funded by the Australian Research Council to identify strategies to grow and sustain a professional early years workforce. The study applied a social constructivist theoretical framework informed by Bronfenbrenner's ecological systems theory. Case study methodology was used to draw on the perspectives of five early childhood teachers who have chosen to work in long day care. One-to-one semi-structured interviews and thematic analysis of the interview data was undertaken. The purpose was to enhance understanding of critical factors that support or hinder teacher retention. De-identified data would be shared with the participants' ECEC organisation. The study identifies a range of individual and contextual factors that enabled and/or challenged these teachers' experience of working in long day care. The presentation will offer practical insights and support discussion on strategies to support recruitment and retention efforts in ECEC.

Keywords: case study, ECEC workforce, early childhood teacher, long day care, social constructivism

## **Transdisciplinary research with educators promoting integrated health, wellbeing and learning in early years contexts in Australia**

ANN FARRELL, SUSAN IRVINE, DANIELLE GALLEGOS AND PHOEBE CLELAND, Queensland University of Technology, Australia

The research aimed to establish the impact of a systematic, large-scale program of professional learning with early childhood educators around integrated Learning, Eating, Active Play and Sleep (LEAPS) in ECEC (ECEC) settings in Queensland, Australia. The work built on a corpus of work around early childhood educators leading integrated play-based curricula in promoting young children's learning, health and wellbeing. The LEAPS evaluation drew upon theoretical perspectives from transformational learning whereby adult learners engage in collaborative critical reflection and deep learning which, in turn, has capacity to transform their experience and that of others in their setting. A large-scale Professional Development Program using blended modalities and three modules was underpinned by the national Get Up and Grow Guidelines (for children's health and wellbeing). The program was developed by a transdisciplinary team of researchers with expertise in ECEC and health. Over 1700 educators completed a self-report questionnaire prior to and following participation in the professional learning program. Ethical considerations include respect for persons, justice and voluntary informed consent. The pre-PD data collection showed a majority of educators with low level knowledge of the health guidelines, but high level confidence in talking with parents about healthy eating. The mismatch between low level knowledge and high level confidence reveals a disjuncture between education and care practices. The work reveals the challenges of pursuing integrated approaches to learning and health promotion in early years contexts and to translation of health and wellbeing knowledge into practice.

Keywords: ECEC, children's health and wellbeing, early years, learning and development, early years curriculum

## **SYMPOSIUM SET F / 12**

### **RESEARCHING HOME-BASED CHILDCARE PRACTICES**

Self-organised Symposium

CHAIR: GLENDA WALSH, Stranmillis University College, United Kingdom

Against an established literature base which highlights the importance of quality childcare and education for children's learning and development, is a body of evidence which shows wide variation in terms of overall quality, children's experiences and caregivers' practices in accordance with the nature of the early years environment experienced. Set in this context, this symposium intends to explore the potential of home-based childcare or child-minding, as it is known in the UK, as a quality experience for young children. Distinct from any other type of childcare provision, home-based childcare offers specialised care with a single caregiver in the unique circumstances of the provider's own home. Yet despite its growing popularity at policy level, there appears to be a dearth of research evidence which has tried to unpack this quite distinctive childcare space and this symposium attempts to bridge this gap across three differing cultures, namely Japan, England and Northern Ireland.

### **Exploring home-based childcare in England, Northern Ireland and Japan**

LYNN ANG, University College London, United Kingdom

This paper presents a study on home-based childcare in England, Northern Ireland and Japan. It will explore the quality of provision in supporting young children's care and learning. The study examined caregivers' activities and interactions in four settings that catered for children eighteen months to four years. The study is informed by international research which shows the role of home-based childcare as a distinct provision for enhancing children's learning and development (Ang L., Stephen C., and Brooker L. (2017) Review of the Research on Childminding, ECE Journal, 45(2), pp261-270) The study conceptualises home-based childcare within a sociocultural ecological model defined by caregivers close relational interactions with the children and families in supporting learning (Bromer J., & Henly, J. (2009) The work-family support roles of childcare providers across settings, early childhood Research, Quarterly, 24, 271-288). A qualitative methodology using practitioner interviews, narrative observations and document analysis of journal and activity records framed the study. All ethical considerations including informed consent and confidentiality were considered at every stage of the research. The findings showed the important role of caregivers as a specialised form of care and pedagogy in enhancing children's learning and development, as well as providing a support system for parents and families. Evidence also showed caregivers working together in a professional community to support and enhance their practice. The study highlighted the need for more policy and research attention on home-based childcare and the quality of provision.

Keywords: home-based childcare, childminding, children's learning, parents, practitioners

### **Self-portraits of the Japanese home-based childcare providers: Their ideals of quality practice under Japanese ECEC System**

MIKIKO TABU, Seitoku University, Japan

This paper presents a study on home-based-childcare in Japan to contribute to enhancing the parents' and governments' recognition of the positive roles of home-based services. By describing five providers' voices and practices in greater Tokyo area, this study will explore unique features of home-based-childcare that would promote quality ECEC. Studies on Japanese

home-based-childcare were mainly about policy and its status in ECEC system (Shoji, Ogi et al. 2007-12) or the provider's use of space (Tujikawa et al. 2012-16). A few researchers focused on adult-child interactions (Sano 2015), no article found in CiNii database that examined the providers' reflections and ideals with cross-cultural perspectives. A socio-historical, cross-cultural approach is taken. Based on a qualitative methodology, using interviews, observations and documents analysis, each fieldwork was conducted by the presenter and an English researcher. Discussions between the two followed. Literature study on Japanese and English home-based-childcare is done to support or modify the fieldwork-findings. The ethics of informed consent, anonymity and confidentiality were considered at every stage of the research. Parents' and providers' consent were sought prior to the study. The findings show that Japanese home-based-childcare providers offer specialized form of care and education that support children's non-cognitive and cognitive learning, based on their clear visions about "happiness" and "musts" of daily life for children under three. The study highlighted common philosophy and professional awareness among the providers, and also the need for more research and policy attention on home-based services with the aim to develop sustainable and quality provisions in Japan.

Keywords: family childcare, Japan, comparative study, children under three, quality provisions

#### **Examining home-based, play experiences in practice: A Northern Ireland story**

GLENDAL WALSH, Stranmillis University College, United Kingdom

This paper focuses on a study which sought to explore the play-based experiences of home-based provision in Northern Ireland. The study is set within an established, international literature base on the importance of high quality playful experiences for young children's learning and development (Walsh et al, 2017, Howard and McInness, 2013, Broadhead et al, 2010 and Hirsh-Pasek et al, 2008). Yet despite the abundance of play scholarship within setting-based provision, little is known about play-based experiences in home-based practices (Ang et al, 2017). Sociocultural theories (Vygotsky, 1978) provide the theoretical frame for this study, where play is conceptualised as a social space, that can be distributed across a range of contexts, with a variety of participants. The study is set within an interpretative paradigm, where the methodology was principally qualitative in style. Interviews with child-minders, observations of practice and reflective practice diaries served as the main data collection methods. Strict adherence to ethical guidelines was in place at all times throughout the study. Institutional approval was granted. Overall the findings revealed a distinctive home-based pedagogy of play in practice. The homely ethos, skilful interactions on the part of the child-minder and the affordances of natural resources both indoors and out, all served to provide a high quality playful learning experience for young children, where care and education were truly aligned. This study has drawn attention to the need for professional development in the sector, where all child-minders can become knowledgeable about quality home-based play experiences in practice.

Keywords: play, learning, childminders, home-based childcare, quality

### **SYMPOSIUM SET F / 13**

#### **FROM HOME TO SCHOOL: TRANSITIONS FOR YOUNG CHILDREN FROM MIGRANT AND DISADVANTAGED BACKGROUNDS**

Self-organised Symposium

CHAIR: JAN PEETERS, VBJK, Belgium

When young children enter preschool, they are challenged in multiple ways. Not only is it their first encounter with the school system, they also undergo a transition process that can have a crucial impact on their future educational experiences. In contexts of high socio-cultural diversity, these transition periods tend to be more vulnerable, especially for children from migrant and/or low socio-economic backgrounds. In this symposium, we present research from Italy, the United Kingdom and the Flemish Community of Belgium, that looks into the real life experiences of these children when they transition to preschool. Aspects of multilingualism, wellbeing and equal learning opportunities will be discussed.

#### **Multilingual children, families and practitioners: Policy and research in England**

ROSE DRURY (1) AND LEENA ROBERTSON (2), (1) The Open University, United Kingdom; (2) Middlesex University, United Kingdom

This paper explores how practitioners in English early years settings support the learning of young 3-4 year-old multilingual children and their families. It focuses on the support and development of children's home languages, and specifically reports on one recent ethnographic research study. The paper takes a historical perspective on attitudes to the early education of multilingual children in England, and draws on previous studies by the authors (2014) and refers to the UNESCO Policy Paper (February, 2016) 'If you don't understand, how can you learn?' Firmly based on sociocultural theories of learning, the paper draws on Moll et al's (1992) and Gonzalez et al's (2005) work. The 'Funds of Knowledge' approach views learning as occurring through participation in practice in different social and cultural contexts and is used to analyse languages, settings and social networks. This is an ethnographic study involving practitioners' and researchers' field notes and focus group meetings with parents, grandmothers and teachers. Consent was sought and granted from all participants. Participants - children, families and school staff - were co-researchers in the research process. All names were anonymised. Participation was voluntary and the selection of research tools a shared process. The findings reveal tensions between the policy driven need to learn English

- and the consequent 'silencing' of bilingualism - and the development of young children's home languages in the early years of schooling in England. In the absence of research into current pedagogy for multilingual children, this paper challenges the current deficit view of 'bilingualism'.

Keywords: multilingual, policy, mother tongue, ethnography, soicocultural

#### **Transitions in ECEC services: The experience of children from migrant families in ECEC services in Pistoia (Italy)**

MARIACRISTINA PICCHIO AND SUSANNA MAYER, Institute of Cognitive Sciences and Technologies, National Research Council of Italy, Italy

The study explored the experience of young children of migrant families during their first period of attendance at an ECEC service and analysed how the children cope with the new context, which is socially, culturally, and linguistically different from their home. Previous research highlighted the importance to consider the cultural and linguistic diversity of children from migrant families in ECEC services and to understand their needs (Drury, 2013, Tobin, 2016, Vandebroek, 2005). In a previous study we analysed the first experience of two children of Albanian families within an Italian ECEC service for children from zero to three (Picchio, Mayer & Pettenati, 2014). The study is inscribed in the framework of action-research (Reason, 2006). The activities and social behaviour of two groups of children and adults were filmed during everyday life in a nido (nursery) and in a scuola dell'infanzia (preschool) in Pistoia. Videos recorded by researchers once per month (for a total of 80 hours) were integrated by ethnographic notes produced by teachers. Videos and written documentation were discussed in periodical meetings by researchers and teachers. Informed consent was obtained from all parents and teachers. Pseudonyms have replaced the names of participants. Teachers were involved in the process of data analysis. The analysis showed which difficulties children from migrant families experienced during the transition from home to the ECEC service, which conditions support their wellbeing and participation in activities and social interactions. Findings provide useful suggestions for ECEC professionals for improving their practices.

Keywords: cultural and linguistic diversity, children from migrant families, transitions, action-research, professional development

#### **Transitioning to preschool - Capturing the voices of children in poverty**

BRECHT PELEMAN (1&2), MICHEL VANDENBROECK, (1&2) AND PIET VAN AVERMAET (2), (1) VBJK, Belgium; (2) Ghent University, Belgium

This research project captures the voices of children living in contexts of social exclusion and poverty, transitioning to an educational setting for the first time. We want to gain in-depth insight in their first schooling experiences and their (missed) learning opportunities. Reproduction of social inequality already starts in pre-primary education in the Flemish Community of Belgium (Poesen-Vandeputte & Nicaise, 2010). The knowledge that processes of transition are vulnerable moments, especially for children living in poverty (Broström, 2005, Fabian & Dunlop, 2007, Bennett, 2012), asks for an analysis of the earliest schooling experiences. The study takes a socio-constructivist perspective on learning (Formosinho & Formosinho, 2012, Rogoff, 2003) and looks at wellbeing and involvement through the conceptualisations of Laevers' SICs (2005). This multiple case study has a purposive sample of 4 different classrooms of the youngest children in preschool (2,5 - 3,5 years). In each class two children entering preschool were selected as focal children. Over a period of 10 months, they were filmed during everyday life in preschool, providing a total of 96 hours of video observational data. Informed consent was obtained from all parents of children in the selected classrooms, as well as from the preschool management and staff. The ethical commission of the faculty of Psychology and Educational Sciences granted permission. The focal children experience difficulties during their transition to preschool. Preliminary analysis show a relationship between the organisation of daily routines and the unequal distribution of learning opportunities. Findings provide useful suggestions for teachers to improve their practices.

Keywords: transition to preschool, children in poverty, learning opportunities, social interactions, wellbeing

### **SYMPOSIUM SET F / 14**

#### **OUTDOORS AND FOREST SCHOOLS**

##### **Individual Papers**

CHAIR: SILVIA BLANCH, Universitat Autònoma de Barcelona, Spain

#### **Challenged in the web of power**

MARY ROCHE, Institute of Technology Blanchardstown, Ireland

This research aims to explore: How can ECCE practitioners reconcile outdoor learning and risky play (ODLRP) with the pressures to avoid, omit or obscure it in the current climate? Previous research highlights the change in how and where children play (Gulberg 2009, Tandon et al, 2012, Woolley and Lowe, 2013). The current sedentary lifestyle may be the cause for concern for children's health (Gray, 2011) and rising obesity levels (WHO, 2012). Regulations are cited as impacting challenging play experiences (Little et al, 2011). The prominent discourse is to safeguard and protect anything that threatens

children or childhood (Brussoni, 2012). How risk is perceived is influenced by cultural values (Furedi, 1997). Parental attitudes act as a barrier to safety and expectations (Little and Eager, 2010 and Moloney, 2010). Foucault theory on power offers an insight to the challenges faced by ECCE practitioners when aiming to engage with children in ODLRP. The methodology for this research was a qualitative approach influenced by social constructionist (Alvesson, 2009) and feminist paradigms (Hesse-Biber, 2006). The data gathered in focus groups/ interviews was transcribed and analysed based on a thematic system of coding (Sarantakos, 2013). Following ethical approval, participants were furnished with information, consent forms and transcriptions of the data affording opportunity to withdraw (Sarantakos, 2013). The findings positioned the ECCE practitioners in the centre of power relationships, highlighting the lack of agency experienced by children and staff in ECCE settings. This research will have implications for those interested in the challenges faced by ECCE practitioners.

Keywords: outdoor play, ECCE practitioner, power, qualitative research, risk adverse society

#### **Forest preschools in Poland - Perspective of children, parents and teachers**

ANNA KIENIG (1) AND EWA LEWANDOWSKA (2), (1) University of Białystok, Poland; (2) The Maria Grzegorzewska University, Poland

Forest preschools in Poland are in the beginning stage of development, rapidly increasing since 2015 as an alternative education for young children. The aim of this study was to analyse the value of this kind of educational space from perspectives of children, parents and teachers and exploring how forest preschools promoting ECE for sustainability in outdoor learning spaces. Davis & Gibson (2006) and Davis & Elliott (2014) show that in the early childhood field are many possibilities to develop and fostering values, attitudes, skills and behaviours that support sustainable development. The research is based on classical pedagogical theories (Froebel, Montessori) that emphasize connection with nature, learning by doing, play, movement and significant sensorial experiences (Joyce, 2012). Outdoors provides opportunities for movement, sensorial exploration, contact with natural life and socialisation (Waller, 2007). Children learn through nature and should have a possibility to observe, explore and experience the natural setting. Qualitative research methods were used including observations, interviews and interpreting documents in an ethnographic case study. The sample included 30 children aged 2, 5-6-years-old, their parents and teachers. During the constructing of ethical issues, EECERA Ethical Code (2014) have been considered. In parents' and teachers' opinion forest preschools were able to provide many advantages with many learning opportunities - develops sensitivity, language, responsibility of all involved. Implications for promoting ECE for sustainability through forest preschools will be outlined.

Keywords: ECE, sustainable development, forest preschools, learning through nature, outdoor learning space

#### **Service Learning project in a preschool to improve the personal and social competences during the internship of the ECE Degree: A case study to promote outdoor education**

SILVIA BLANCH AND MEQUÈ EDO, Universitat Autònoma de Barcelona, Spain

This paper aims to improve the role of future teachers, attending children under six years old, while they implemented a Service Learning Project (SLP) to promote outdoor education, during their internship. Previous research has been conducted focusing on the development of the personal and social competences (París et al, 2017, Edo, Blanch, 2016) with engagement projects. At the UAB we encourage the students to innovate implementing SLP in nurseries and preschools to promote social involvement to help the future teachers as agents of social change. The ECE degree is basic to promote quality care and education for all children. The student's placement gives the opportunity to learn their professional role in real contexts. A mixed methods approach is being implemented. A rubric was created to analyse the students' perception about 21 competences, before and after the SLP. Also, a case study with 6 students was carried out. The data was analysed using triangulation between methods to identify competencies and stages of the implementation of the SLP. Written and informed consent for participation and the use of images has been obtained from the preschool. The results showed the changes on student's perceptions about their competencies after their intervention. Also, the different stages of the implementation of the SLP with the children to promote outdoor education by creating different play areas. The results show how the SLP facilitates the students to act as a proper teacher, planning, designing, implementing and working cooperatively with the school community. Implications for policy and practice are explored.

Keywords: service learning projects, internship, outdoor education, preschool, ECE degree

### **SYMPOSIUM SET F / 15**

#### **CHILDREN'S WELLBEING**

##### **Individual Papers**

CHAIR: SIGRID BROGAARD CLAUSEN, University of Roehampton, United Kingdom

### **An exploration of how early intervention as 'happening early in the child's life' is applied in the family support preschool context**

MELISSA BONOTTO, UNESCO Child and Family Research Center, NUI Galway, Ireland

This study aims to examine the concept of early intervention as 'happening early in the child's life' within the Family Support preschool context. This research is associated with the "Child and Family Support Networks and Meitheal" evaluation plan conducted by the UNESCO Child and Family Research Centre. Meitheal is the Irish national practice model, an early intervention process responding to the specific needs of a child (Tusla, 2013). The theoretical framework of this study is embedded in the Bioecological Model (Bronfenbrenner/Morris, 2006) which establishes the importance of the developing child systems of interactions focus on proximal process as engines of development: the PPCT model, studying Process, Person, Context and Time and its bidirectional interconnections. It is also guided by the Irish National Policy Framework for Children (2014), including prevention and early intervention developed through a Family Support approach, what is a style of work based on integrated programmes (Pinkerton et al. 2004). Capturing children's views and experiences, the Mosaic approach (Clark, 2005) is proposed for this qualitative research with preschool children with additional needs. Plus, semi-structured interviews with parents and preschool teachers and the use of the Family Star scale. Ongoing informed consent/assent, anonymity assured, free to withdraw at any time, and no harm to participants are included. This research is currently at its field work phase, having not analysed main findings yet. Finally, it intends to recommend a policy and practice ecological framework of early intervention to support meaningful interactions in the context of the Family Support preschool setting.

Keywords: preschool children, meaningful interactions, early intervention, family support, additional needs (level 3 &4)

### **Accounting for young children's wellbeing**

SIGRID BROGAARD CLAUSEN, SOFIA GUIMARAES, SALLY HOWE AND MICHELLE COTTLE, University of Roehampton, United Kingdom

UNICEF (2016) and The Children's Society (2016) have called on governments to commit to young children's wellbeing in national and international research and policy. This paper presents the first phase of research into young children's experiences of and perspectives on wellbeing, investigating current understandings. The aim of the research is to explore feasible ways to gather quantitative and qualitative data on young children's wellbeing, working with young children, early years professionals and families in order to inform policy and practice. The project builds on previous research, funded by the Froebel Trust, on parents' and practitioners' perceptions of wellbeing (Robson et al forthcoming) and teachers' perspectives on using an on-entry-to-school assessment including evaluation of children's wellbeing and involvement (Howe et al 2017, Guimaraes et al 2016). The study draws on a complex field of studies into wellbeing (Seligman 2011, Laever 2006, Helliwell et al 2017, Layard 2011) as well as research into young children's perspectives, often using a 'mosaic' of methodological approaches (Clark and Moss 2011). Current research and policy is reviewed in order to inform future quantitative and qualitative methods of including young children's perspectives on wellbeing. The ethical relationships in the research value multiple perspectives and participatory, inclusive approaches (EECERA 2014). The paper discusses opportunities to recognise and promote young children's voice and wellbeing within the context of neo-liberal performativity and accountability discourses. With increasing performative pressure on young children, it is crucial that we include children's voice and experiences of wellbeing in practice and policy.

Keywords: young children's wellbeing, young children's voice, child within context, democracy, neo-liberalism

### **Developing a 'classroom as community' approach to supporting young children's wellbeing**

VICTORIA WHITINGTON AND ELPETH MCINNIS, University of South Australia, Australia

The research aimed to investigate how the notion of 'classroom as community' informed the thinking and actions of adults involved in the Wellbeing Classroom project, and to identify the key elements of the approach employed. The neuroscience of learning has established that school children who experience chronic stress or trauma have difficulties learning and integrating new information (Australian Childhood Foundation, 2010). School-based individualised responses have been shown to be ineffective, risking stigmatising and further isolating children (Lochman & Wells, 2001, van Lier, Vuijk, & Crijnen, 2005). Group approaches have been found to be more effective (Stefan & Miclea, 2014). The Wellbeing Classroom project employed sociocultural theory which posits that meaning is actively created in everyday interactions in the learning environment (Vygotsky, 1978). It also drew upon sociological research relevant to community (Nowell & Boyd, 2014), and neuroscience. Nineteen children 6-8 years, their teacher and an outreach worker participated. Interviews were conducted with the adults. Five strategies were implemented over a year: teacher professional development and reflection, explicit social and emotional teaching, teacher modelling, parent involvement, and ongoing outreach worker support. Adults, and children's parents consented in writing to their participation. The 'classroom as community' approach was found to successfully support children's social and emotional development, particularly those who experienced behavioural difficulties. The elements identified extended the reach of the community-based approach to include parents. The principal recommendation is that schools employ a classroom as community approach to develop children socially and emotionally, one that extends across the school and to families.

Keywords: early school years, social and emotional development, classroom as community, ECE, trauma

## SYMPOSIUM SET F / 16

### HIGH QUALITY INTERACTIONS IN ECE

#### Self-organised Symposium

CHAIR: SANNE FERYN, Odisee, Belgium

When we want to make a difference for children who grow up in a difficult situation, like poverty, low economic status, single parent family, we have to focus on high quality interactions in ECE. This symposium focuses on the high quality interactions that are effective for the wellbeing of the children and their self-regulation skills (executive functions). Concrete suggestions are given from three research projects on how to coach the teachers and teacher students developing this interaction skills.

#### **Playing-2-gether: Building high-quality teacher-child interactions for preschoolers at risk**

CAROLINE VANCRAEYVELDT (1), MAAI HUYSE (1), KATRIJN VASTMANS (1), ELS BERTRANDS (1), KARINE VERSCHUEREN (2) AND HILDE COLPIN (2), (1) UC Leuven-Limburg, Belgium; (2) KU Leuven, Belgium

This practice-based research aims to adapt the Playing-2-gether intervention to ensure feasibility and sustainability in daily preschool practice. Therefore, students and teachers tested different Playing-2-gether organisational formats (e.g., group play sessions, one-on-one sessions) for children with different problem behaviour (e.g., externalising or internalising behaviour) inside the classroom. Playing-2-gether is an indicated intervention. In one-on-one play sessions outside the classroom, the (student) teacher practices interaction skills to improve teacher-child relationship quality and behavioural management. A randomized controlled trial showed positive effects for preschoolers at risk for externalizing behaviour (Vancraeyveldt, Verschueren, Van Craeyveldt, Wouters, & Colpin, 2015). In this practice-based research we investigate the effects and feasibility of organizing Playing-2-gether play sessions inside the classroom. Playing-2-gether is based on attachment (Driscoll & Pianta, 2010) and learning theory (Cowan & Sheridan, 2009). In a multiple case study, 18 experienced and student teachers implemented Playing-2-gether during 6 weeks inside their classrooms. After the intervention, we collected semi-structured interviews and open-ended questionnaires of students and teachers. Qualitative content analysis was conducted using a codebook (based on Durlak & DuPre, 2008) and Nvivo-software. EECERA research practice guidelines were followed. In every classroom, (student) teachers collected informed consents of the parents of the selected children with problem behaviour. Improvement in teacher-child relationship quality and child behavioural adjustment was reported by most (student) teachers throughout different formats of the interventions. Both contextual and personal factors influenced feasibility. Playing-2-gether can be used to improve teacher-child interactions in daily preschool practice.

Keywords: play, teacher-child interactions, preschool, teacher-child relationship quality, behavioural management

#### **Put your EF-glasses on: High-quality teacher-child interactions stimulate executive functions in preschool**

SANNE FERYN, Odisee, Belgium

This study focuses on how to encourage the development of executive functions (EF) in young children who grow up in disadvantaged contexts. Childhood socioeconomic status, as measured by parental education and family income, is highly predictive of the development of EF (Rhoades et al, 2010, Blair & Raver, 2012), but little is known about how a teacher in ECE can make the difference through high quality interactions, goal-directed activities and powerful class-management. EF are higher cognitive skills that are important for the performance of social and goal-directed behaviour (Smidts & Huizinga, 2011). There is a consensus that inhibition, working memory and cognitive flexibility are the main components (Obradovic et al, 2012). The EF of the study sample (n = 228 children in 8 urban Flemish schools from 3 to 5 years old) were measured in a pre-test and post-test by the HTKS-task, BRIEF-P and SDQ. The intervention took place over a period of five months. The teachers of the experimental condition participated in a workshop about the intervention and were weekly coached on the floor through co-teaching, intervision and videofeedback. Given the delicate sample of the study, parents were informed about the project by the researcher and gave written permission to test their children. The questionnaire was available in different languages. The results of the study give us information about the powerful impact of the intervention with regard to encouraging the development of EF in young children and can contribute to a renewed pedagogy for ECE.

Keywords: executive functions, childhood socioeconomic status, high quality interaction skills, coaching, self-regulation

#### **Steer-your-play: Teacher-child interactions influence preschooler self-regulation during make-believe-play**

ILSE AERDEN, UC Leuven-Limburg - BANABA REMEDIAL TEACHING, Belgium

The project "Steer-your-play" aims to improve preschooler self-regulation during make-believe-play. Therefore 18 teachers participate in a two-year professionalisation trajectory focused on (a) improving their neuropedagogical knowledge concerning self-regulation and make-believe-play, (b) improving the quality of the learning environment (Laevers et al., 2004) and (c) improving a growth mindset (Dweck, 2009). Self-regulation or executive functions play an important role in the cognitive and socio-emotional development of children (Diamond, 2013). As executive functions rapidly improve between the ages of 4 to 6, programs have been developed to target these functions in preschool (Blair & Raver, 2004). However, little attention has been giving to stimulating self-regulation in ecologically valid settings, such as make-believe-play situations. This project combines insights from experiential education (Laevers, 1995) and neurosciences (Leong & Bodrova, 2012).



Educational design research was used to develop and evaluate Steer-your-play (Nieveen et al., 2012). Eighteen teachers in 7 schools participate in a two-year professionalisation trajectory. Teacher interviews and questionnaires were collected. Videos and observations of preschooler play were made. A combination of quantitative and qualitative data-analysis is used. EECERA ethical code was followed. Written informed consent was collected of the parents of the participating children in teachers' classrooms. Teachers are in search of their own role in stimulating preschooler self-regulation, especially for preschoolers they perceive low in self-regulation. On average, they rate the quality of their learning environment high, but they see most lessons for themselves in stimulating preschooler entrepreneurship. To stimulate preschooler self-regulation, teachers need to improve their own self-regulation.

Keywords: self-regulation, executive functions, make-believe-play, learning environment, neuropedagogical research

## **SYMPOSIUM SET F / 17**

### **OUTDOOR PLAY AND LEARNING SIG: NEW DIRECTIONS**

Self-organised Symposium

CHAIR: SHIRLEY WYVER, Macquarie University, Australia

New directions

#### **Being an early childhood teacher at Sámi kindergartens**

YLVA JANNOK NUTTI, Sámi University of Applied Sciences, Norway

The aim of this research paper is to explore how the reindeer herding livelihood activities and outdoor place influences Sámi early childhood teacher's practice. Sámi livelihood activities such as reindeer herding, fishing, hunting, and preparing food or clothes are season linked at places where the resources are available (Sara, 2004). During livelihood activities, knowledge is passed on based on participation (Balto, 1997, Hoà«m, 1978, Jannok Nutti, 2007, Sara, 2004). Theoretical and conceptual framework is based on Ingold concept of 'Dwelling'. 'Dwelling' is about living in a world, about commitment (Ingold, 2000). Methodologically this study is based on ethnographic fieldwork with a group of children and teachers in two kindergartens in Norway. Ethical considerations is taken on basis of indigenous research methodological framework. The main findings of this study describe how teachers interact with the children involved. Knowledge is created among subjects participation. I regard outdoor livelihood activities and place as essential for teachers' and children's engagements and interactions. The research employed indigenous action research methodologies. An ethical concern was to ensure that the research developed in close collaboration with collaborating to the participants. The participants confirmed participation on a consent form. The main findings of this study describe how Sámi early childhood teacher act and interact with children, and how materiality interplay with the actors involved. Knowledge is created among subjects participation. I regard place, materiality, and outdoor livelihood activities as essential for an early childhood teachers' role. I regard outdoor place and livelihood activities as essential for early childhood teachers' practice.

Keywords: outdoor learning environment, livelihood activities, children's play and participation, Sámi ECE, indigenous teacher role

#### **Teacher's ideas on the role of the outdoor environment in children's learning**

KRISTÍN NORÐDAHL, University of Iceland, Iceland

The aim of this study is to enhance the understanding of teachers' ideas on the role of the outdoor environment in children's learning. In a literature review of research on outdoor learning, Richardson et al. (2004) indicate "blank spots" in our knowledge of how teachers see the outdoor classroom and what aims are important to seek. Five types of theories and concepts about learning have influenced the research. These include experience (Dewey, 1938) and communication (Vygotsky 1978), place-based education theory (Smith 2013), theories of children's participation (Einarsdóttir 2012) and the concept of affordance (Gibson, 1979). The data was gathered in interviews with 25 teachers in eight pre- and primary schools. The study was reported to The Icelandic Data Protection Authority, a content was gathered from the municipalities, head teachers and directors of the schools as well as from the teachers. The teachers mostly referred to natural environment and found it positive to use it in children's learning but saw the school outdoor areas as a place for children's free play and own investigation. These teachers valued the learning potentials of the outdoors more than they feared the possible risks of danger there. They believed the outdoors could provide opportunities for a) enhancing children's play and learning b) promoting children's health, wellbeing, and courage, and c) affecting children's views, knowledge, and actions towards sustainability. Among the most important implications of this study for school curricula is that many outdoor places affords opportunities for children's learning beyond that which can be done indoors.

Keywords: teachers' views, outdoor environment, play, wellbeing, sustainability education

### **The Young Children, Public Spaces and Democracy Project (BRIC)**

TIM WALLER AND NIAMH O'BRIEN, Anglia Ruskin University, United Kingdom

The aims of the BRIC project are to systematically and frequently involve preschool teachers, young children and parents in Italy, Sweden and England in exploring democratic engagement in public spaces. The project is funded by the European Union from 2014-17. BRIC builds on previous research including *Piazzadininfanzia* in Italy, *Barnpedagogiskt Forum*, Sweden and the Outdoor Learning Project, UK. The theoretical underpinning for the paper is sociocultural (Rogoff) and also draws on the sociology of Corsaro. BRIC methods are 'polyvocal' (many voices) and are adapted from the well-known studies by Tobin and colleagues (Tobin, Wu and Davidson, 1989 and Tobin, Hsueh, and Karasawa, 2009). The project was approved by a university Ethics Committee and careful reference was made to ethical guidelines (BERA, 2011) to consider the balance of harm and effect on the children in the setting, confidentiality and issues of informed consent (Alderson & Morrow, 2011). Findings will be discussed following the BRIC actions involving democratic engagement around three specific 'Focus Spaces': the pavement (or equivalent), an indoor space (not a preschool) and a green outdoor space (such as a park or woodland). Initial analysis of the documentation and reflection on these actions by the participants will be reported. The paper will demonstrate how children's voices can be enabled in public spaces. Implications for pedagogy and practice include the benefits of leaving children to explore public spaces without adult intervention and intergenerational engagement.

Keywords: children's voices, democratic engagement, participatory research, public spaces, cross-cultural research

### **SYMPOSIUM SET F / 18**

#### **PEDAGOGIES IN DIFFERENT SOCIAL CONTEXTS**

##### **Individual Papers**

CHAIR: SALLY PETERS, University of Waikato, New Zealand

#### **The appropriation of 'Freinet education' in Flanders**

JAN DEVOS (1), MICHEL VANDENBROECK (2) AND ANGELO VAN GORP (2), (1) Department of Social Work and Social Pedagogy, Belgium; (2) University Ghent, Belgium

Freinet (1896-1966) challenged a school system that supported the existing social inequalities. I analysed which were the ideas and principles underlying Freinet practice and how these are appropriated historically in Flanders, as well as today, considering the neoliberal and technocratic turn in ECE. Peyronie (1999) warns against reduction of the work of Freinet to a technical instrumentalisation. Vergnioux (2005) agrees and talks about the 'pedagogy of the proletariat'. De Coster (2008) notices that the progressive ideology was incorporated in the mainstream and affected by the neoliberal context. Central in my research is the concept of 'appropriation' as an active process of giving meaning in a specific context. The focus is on pedagogy but there is also a historical dimension. My research is influenced by critical pedagogy and presentism. It is a 'qualitative' research focusing on vision, convictions and conceptions of teachers, and draws on grounded theory. I used semi-structured interviews and the Critical Incident Technique. Data were anonymized and interviewees signed an informed consent form. There are no conflicts of interest and participants will be informed about results. The original philosophy of Freinet is today more individualised and outcome based. More attention is devoted to the method, to the detriment of the critical philosophy in the neoliberal era. There is a need to raise awareness about the technocratisation of pedagogical methods. This can be done through analysing similarities and differences in comparison to the class- or school practices.

Keywords: Freinet, pedagogy, Flanders, technocratisation, vision

#### **Finding a place for Froebel's theories: Early years practitioners' understanding and enactment of learning through play**

SUE SMEDLEY AND KATE HOSKINS, University of Roehampton, United Kingdom

The Froebel Trust funded study aims to investigate early years practitioners' understanding and enactment of learning through play, in relation to Froebelian principles and in resistance to statutory pressures to follow a more regulatory and didactic approach. A context is provided relating to the contemporary relevance of Froebel's ideas (Bruce, 2012, Tovey, 2013), and the limitations of government demands (Osgood, 2006, 2010, Taggart (2011), goal-oriented discourses (Urban, 2008) and the 'schoolification' of the early years (Van Laere et al, 2012, p. 527). The study is underpinned by theories of identity and language (Bakhtin, 1986, Hollway, 1989, Vygotsky, 1978) and by Britzman's (2003) psychoanalytic approach. This study takes a dialogic perspective on the construction of meaning (Vygotsky, 1978, Britzman, 2003) and analyses interview data from 36 early years practitioners using a qualitative methodology with semi-structured interviews and open-ended questions. The research complies with ethical protocols (BERA, 2011, University of Roehampton, 2011). Procedures followed include obtaining informed consent, respecting confidentiality and anonymity: use of pseudonyms, settings not named. Audio-files and transcripts were stored with password-protection. The data shed light on the practitioners' priorities, such as play and children's autonomy. The study shows that many practitioners do not readily theorise their practice as Froebelian and they experience difficulties in articulating a theoretical basis to explain their practice in general. Finding a place for Froebel's

theories would support early years practitioners as articulate advocates for quality ECE. Changes in policy and training are needed to achieve this.

Keywords: Froebel, play, early years practitioners, theory and practice, early years education and training.

## **SYMPOSIUM SET F / 19**

### **DISCOURSES ON GENDER PEDAGOGY AND INVOLVEMENT OF MEN**

#### **Individual Papers**

CHAIR: ANA LÚCIA GOULART DE FARIA, Universidade Estadual de Campinas, Brazil

#### **Public policies for child education in Brazil and Portugal: Gender in reference documents**

CAROLINA ALVARENGA, Universidade Federal de Lavras, Brazil

This study analyses two public policies for ECE focusing on gender, in Brazil and Portugal, based on documents "Quality Indicators in São Paulo's Child Education" (SÃO PAULO, 2016) and "Education Guide - Gender and citizenship - preschool" (CARDONA, 2015). The study dialogues with works on how gender is included in Brazilian educational policies (VIANNA, UNBEHAUM, 2004, 2006, and 2016) and on Child Education and gender in Brazilian and Portuguese contexts (FINCO, 2010, CARDONA, 2004, 2006, 2011). Highlights are the concepts of power, configuration and interdependency (ELIAS, 2008) to understand any tensions, concessions and challenges in the process of constructing educational policies intertwined with the perspective the social relations of gender (SCOTT, 1995). Brazilian and Portuguese documents were analysed from a gender perspective and interviews were conducted with staff of the Department of Education of São Paulo. The study has considered ethical and legal aspects and the interviews were supported by a free informed consent form. International agreements strengthen local policies but, at the same time, conservative discourses put up barriers to enforce the children's rights. The study brings notes on the importance of reinforcing basic and continued teacher training to include gender in order to increase and improve the moments of self-assessment by Child Education institutions. The way one understands childhood affects the political decisions to be made (QVORTRUP, 2010). Therefore, take the child as a holder of rights and someone who produces culture makes it possible to construct public policies that intertwine gender, citizenship, and Child Education.

Keywords: child education, gender, public policies, São Paulo, Portugal

#### **Preschool-teacher and men: Handling gender-specific expectations**

MARIA HEDLIN AND CAROLINE JOHANSSON, Linnaeus University, Sweden

From a focus on the interaction between preschool-teachers and children, the aim is to examine the gender-specific expectations directed towards men in Swedish preschools and how men handle these expectations. Preschool teacher is a profession that is highly gendered and most preschool teachers are women. According to research men and women who are minorities risk meeting gender-specific expectations and stereotype ideas. For women in minority, these ideas are often career barriers (Faulkner 2007). For men in minority however, career advantages have been described (Hultin 2003, Connell 2009). We use a social constructivist framework and Davies and Harrés (2003) concept of positioning is used as an analytical tool. Positioning is the discursive process in which individuals relate themselves and others to normalized ideas and practices. To be positioned in a conversation is to be ascribed a 'role' that brings certain expectations with it. These expectations presuppose a shared meaning system with well-known categories, stereotypes and discourses. The empirical material consists of interviews with 50 preschool teachers, including 17 men and 33 women. Our content analysis is guided by our theoretical framework and the positioning concept. The study is part of the project "Touch in preschool - care or risk?" funded by the Swedish Research Council. The project has been approved by Swedish Regional Ethical Board. Results show that men are assigned the role of "funny guy" or "potential perpetrator". In our paper, we will discuss how men handle these ideas. Teacher education has to critically question gender-specific expectations directed at men.

Keywords: preschool teachers, men in preschool, gender-specific expectations, masculinity, gender studies

#### **Pedagogy of gender differences for ECE**

ANA LÚCIA GOULART DE FARIA (1), DANIELA FINCO (2) AND ADRIANA ALVES DA SILVA (3), (1) Universidade Estadual de Campinas, Brazil; (2) UNIFESP, Brazil; (3) UDESC, Brazil

Presents a study on the gender perspective in ECE and teacher education, identifying possible interlocution between the experiences of Italy and Brazil. It presents a survey of children's literature adopted in day care centre and preschools, observes permanence and changes in gender stereotypes presented for Italian and Brazilian infancy. It emphasizes educational practices of emancipation of gender relations, of contribution of the "Pedagogy of gender differences" and of their relevance in initial and in service training, discussing their potential of cultural and social transformation, according to Italian research (Ulivieri, 2007, Biemmi, 2010, Seveso, 2015), and Brazilian research (Faria, Finco, and Gobbi, 2015, Finco and Silva, 2015). The methodology qualitative analysis, based on the literature for children, on the analysis of gender stereotypes and on the possibilities and limits of the introduction of gender issues in teacher training. The conduction of the investigations meets

both ethical and legal precepts with due authorization and documentation from the ethics committee of Brazilian Association of Anthropology - ABA Presents notes for the construction of the "Pedagogy of gender differences", contributes to the debate about teacher education, according to the challenges posed by the practice of applying the principles of gender equality and citizenship, for deconstruction of gender dichotomies and for recognition of the new values related to masculinity and femininity, presented by national and international public policies. The research offers stimulus to reflection and political action, to those who make use of children's literature as an important tool for ECE.

Keywords: ECE, gender, children's literature, teacher training, diversity

## **SYMPOSIUM SET F / 20**

### **WHAT'S BEST FOR MY CHILD? EXPLORING PERSONAL AND POLITICAL INFLUENCES ON PARENTS' CHILDCARE DECISION-MAKING**

Self-organised Symposium

CHAIR: MARIANNE FENECH, University of Sydney, Australia

One of the most significant decisions faced by an increasing number of parents in Australia and internationally is whether, where and when to enrol their children into formal childcare. While it is widely acknowledged in the early childhood academic community that quality early education and care is critical to the optimal development and wellbeing of children in childcare, research suggests parents generally lack such an understanding and have limited choice to secure quality places, particularly in the context of marketised provisioning. This symposium extends current understandings about parents' childcare decision-making by reporting on findings from an Australian survey of prospective and current users of formal childcare that explored personal, public and political influences on their childcare choices. Collectively, the papers highlight the variability of parents' knowledge and beliefs about quality childcare, and in their decision-making and exercising of choice. Implications for early childhood teachers, advocates and policy-makers are considered.

#### **Influences on parents' childcare choices: A comparative analysis of preschool and long-day-care users**

SHEILA DEGOTARDI (1), NAOMI SWELLER (1) AND MARIANNE FENECH (2), (1) Macquarie University, Australia; (2) University of Sydney, Australia

This study investigated Australian parents' childcare decision-making, including the influential factors that they attributed to their choice. It compared the characteristics and views of parents using long-day-care with those using preschool services to determine whether they differed demographically, and if their influential factors diverged. Existing research demonstrates that childcare decision-making involves a combination of child-related, personal, familial and contextual considerations (e.g., Forry et al., 2013, Gamble et al., 2009, Rose & Elicker, 2008, 2010). Research, however, has predominantly compared centre-based childcare users with those using home- or family-based care, rather than comparing the decision-making of parents who use different centre-based options. Participants were 1418 parents who completed a nationally-distributed survey in which they provided demographic information, specified their reasons for choosing to use childcare and rated the importance of factors that influenced their childcare choice. Ethical approval was obtained from the Macquarie University Human Research Ethics Committee. Parents were free to leave questions blank if desired. Results demonstrate that LDC parents, on average, worked longer hours and resided in areas with lower socioeconomic resources than preschool parents. LDC parents were more likely to nominate pragmatic factors as influencing their childcare decision-making, while external pressures related to educational outcomes were more salient for preschool parents. Both groups of parents similarly attributed the most important overall influence of choice to child-centred factors. Our findings add complexity to current understandings of parents' childcare decision making by showing that parents should not be treated as a homogenous group by policy makers, providers and researchers.

Keywords: childcare choice, parents' perspectives, quality, early childhood provision, ECE

#### **Parents' understandings of and beliefs about quality childcare as influences on childcare choice**

MARIANNE FENECH (1) AND NAOMI SWELLER (2), (1) University of Sydney, Australia; (2) Macquarie University, Australia

This research explored parental understandings of quality childcare from multiple perspectives: prospective and current users of formal childcare, preschool and long day care parent users, and what parents perceive contributes to quality childcare, and the child outcomes they anticipate quality childcare will lead to. A strong body of research suggests that parents generally operate as uninformed consumers of childcare, lacking the knowledge to discern centre quality and/or overestimating the quality of the centre they are using (Cryer, Tietze, & Wessels, 2002, Hand et al., 2014, Mocan, 2007, Sollars, 2016). A limitation of this research, however, is that parents are often treated as a homogenous group. This study seeks to address this limitation. Conceptualisations of quality as subjective, multifaceted and contextual (Harrist, 2007, Dahlberg & Moss, 2008) are used to frame the study. From a social constructionist paradigm (Hatch, 2002) the research utilised predominantly quantitative questions in a national survey that aimed to explore influences on the childcare choices made by parents in Australia. Ethics approval was granted by Macquarie University's Human Research Ethics Committee. Results highlight variability in parental understandings of quality childcare, and what a quality childcare centre should do. Accordingly, this research lends support

for regulatory mechanisms that aim to ensure centres' meeting of minimum quality standards, and for the need for broader advocacy efforts aimed at extending parents' conceptualisations of quality so that more informed childcare decisions in the interests of children can be made.

Keywords: quality, childcare choice, ECE, parents, childcare policy

#### **Choosing formal childcare: Choice or compromise?**

AMBER HINTON, Macquarie University, Australia

This study aimed to identify factors that are important to prospective users of childcare when choosing a centre for their children, with a particular focus on the role that centre quality plays. In the context of marketised provisioning (Penn, 2013), it questions the notion of parents as autonomous choosers by examining whether parents anticipate having to compromise on quality when making a decision. Research has examined factors associated with the childcare decision-making of parents whose children are already using childcare (Hall & Partners Open Mind, 2014, Huff & Cote, 2013), but limited research has been undertaken with parents before a choice of service has been made. Choice theory (Marshall, 1996, 1997), which posits that choice is never autonomous, provides the theoretical and conceptual framework for this paper. Participants were 212 Australian parents who responded to a national, quantitative survey which examined factors they anticipated would influence their decision-making, and whether or not they anticipated having to compromise on quality. The survey also collected demographic information about these parents. Ethical approval was obtained from Macquarie University's Human Research Ethics Committee. Two distinct types of parents were identified, those who were likely to compromise on quality and those who were unlikely to compromise. 'High compromise' parents differed demographically from 'Low compromise' parents, and also reported a lower understanding of childcare quality. Findings will inform understandings of how quality and social pressures influence parents' childcare choices, providing policy-makers both in Australia and internationally with better insights into how parents choose childcare.

Keywords: quality, childcare choice, ECE, parents, consumers

### **SYMPOSIUM SET F / 21**

#### **HOME LEARNING AND PARENTS' PERCEPTIONS**

Individual Papers

CHAIR: JANE MURRAY, University of Northampton, United Kingdom

#### **Discourses on early childhood practitioner-parent partnerships in England, Hungary and Kazakhstan**

JANE MURRAY (1), ELEONORA TESZENYI (1), MARZHAN TAJIYEVA (2), AIGUL ISKAKOVA (2), ANIKO VARGÁNÉ NAGY (3) AND SÁNDOR PÁLFI (3), (1) University of Northampton, United Kingdom; (2) Abay Kazakh National Pedagogical University, Kazakhstan; (3) University of Debrecen, Hungary

The research aim was to explore similarities and differences in academic discourses in Kazakhstan, Hungary and England concerning early childhood practitioner-parent partnerships. Internationally, the rationale for early childhood provision lacks consensus (Kaga, Bennett and Moss, 2010): parents and early childhood practitioners are positioned variably (Whalley and the Pen Green Team, 2007, Kovács and Korintus, 2012, Khalipova and Telepiyeva, 2004) and inconsistencies are apparent in the nature of relationships between parents and early childhood practitioners (Watson, 2012, Pascal, Bertram, Delaney and Nelson, 2013). Hermeneutics informed this study concerning shared understandings (Gadamer, 1996). Additionally, interpretivism and narrative enquiry were adopted (Czarniawska, 2004). Six early childhood academics completed literature reviews in three countries and sixteen participated in focus groups. Thematic analysis and inter-rater reliability were applied. Ethical codes and procedures specific to participating countries guided the project (Nazarbayev Intellectual Schools Autonomous Educational Organisation, 2015, BERA, 2011, Hungarian Academy of Sciences, 2010). Common considerations included no harm done, participants' voluntary, informed consent, anonymity and confidentiality. Thirteen themes emerged, only four of which were common to all three countries: (I) Interactions and Responses, (II) Time and Transitions, (III) Social Impacts and Social Structures and (IV) Policy, Standards and Frameworks. Common themes reveal some shared interests in England, Hungary and Kazakhstan, yet differences suggesting important country specific distinctions indicate that an homogenous international approach and quality measure may be neither appropriate nor workable in respect of early childhood parent-practitioner partnerships. An up-scaled project is planned to include practitioners, parents, children and academics in more countries.

Keywords: cross-cultural study, ECEC, parent-practitioner partnership, parental involvement, early childhood

#### **(Re)enacting the Actiotope model: A take and retake**

GERARDA RICHARDS, PRASANNA SRINIVASAN AND SIVANES PHILLIPSON, Monash University, Australia

The research aims to problematize contending paradigms in exploring parent-child learning environments at home. Most studies set within the positivist and/or interpretivist models such as the Actiotope model examine and engage with the data

using particular theoretical underpinnings. When the data concerns the voices of social beings, these researched voices are recorded and interpreted by the researcher as the only available 'truth' within that context. The inclusion of multiplicity is regarded as the inclusion of as many participants from varied backgrounds. Critical theorists (Foucault, 1997) propose there are multiple 'truths' and the subjects' discourses (Gee, 2010) or ways of thinking, acting and being are subjective and never absolutes. We problematize the positivist, interpretivist interpretations of a video collected and pose critical questions that can seek to retake the 'voices' of the researched. Drawing upon Applied Theatre (Thompson, 2003), and (re)enacting one of the scripts collected for the project, we engage in critical performative inquiry. Through this (re)enactment we propose how the 'voice' of the researched, narrator can shift with the subjectivity of the researcher, listener. We took every effort to respect the personal spaces of the families. Our (re)enactment stemmed from the questions provoked by our ethical consciousness during the analysis. We share our take on our initial analytical interpretation using the Actiotope model and question using a critical lens. Hence, presenting a linear discussion that leads to findings and recommendations, we disrupt our original findings and pose additional questions and make our research inquiry less conclusive and concrete.

Keywords: inclusion, voices, subjectivity, multiplicity, critical performance inquiry

### **Growing with your family**

ROBERT ORR AND JUDY POTTS, Early Years Consultants, United Kingdom

Exploring the experiences of a group of parents reflecting on their current family circumstances and the influence of their own childhood experiences (Fraiberg et al, 1975, Bowlby, 1969) and setting their own goals for positive change. The course draws on the work of the Pen Green Centre with parents and children (Whalley, 1994, Whalley, 1997, Whalley et al, 1997, Whalley et al, 2007, Whalley et al 2013) and psychodynamic concepts including Bion's 'containment' (1962), Winnicott's 'holding' (1945) and Stern's 'attunement' (1998). Challenging the current view that short term, 'evidence-based' Behaviourist courses lead to lasting improvements in parenting (Allen, 2011), the course takes a psychodynamic perspective identifying how 'unconsidered' childhood experiences lead to inevitable repetition of parenting styles involving parents uncovering/discovering their own family dynamics by completing a 'discovery journal'. Collaborative practitioner action research (McNiff 2010) informed researchers' facilitation of companionable groups where parents used the new material, gave critical feedback and self-assessed the impact of the course. Pen Green's Code of Ethics (Whalley, 2007) informed the involving of parent participants in all stages of data collection, interpretation of impact and course rewriting with the intention of improving practice. A non-directive approach, using personal discovery journal, empowers parents to focus at their own pace on the issues most urgent and relevant to them, empowering them to make real change rather than didactic approaches about how one 'ought to' parent. Key findings will be used to improve course material, increase accessibility for parents with the heaviest burdens and register the course for accreditation.

Keywords: reflective-parenting, psychodynamics, anti-oppressive practice, co-construction, struggle

## **SYMPOSIUM SET F / 22**

### **EXPLORING RELATIONSHIPS BETWEEN FAMILIES, SETTINGS AND THE WIDER COMMUNITY**

#### **Individual Papers**

CHAIR: MIHAELA IONESCU, International Step by Step Association, The Netherlands

#### **Children's positions in ECEC - Connections between family background and daily practices in a Finnish preschool**

MARI VUORISALO, University of Tampere, Finland

The aim of this paper is to consider theoretically and empirically the interplay between ECEC and home by focusing on how children present their homes in ECEC settings. The paper bases on an idea, that families outfit children with certain resources (Lareau 2011). However, children as active agents utilize these resources differently (Esser et al. 2016). For this paper, the interesting question is what happens when children with different resources enter the social field of preschool. The encounters of various children and daily practices in ECEC are understood as structured and structuring processes. By adopting this kind of relational approach, the paper also outline how daily practices are produced and how they may offer children different positions in the group. This happens by utilizing Bourdieu's (1986) concepts of capital and habitus in the analysis. The institutional domain of ECEC is analysed as a social field. This paper bases on an ethnographic project in one Finnish preschool. The data consist of field notes, videos, and photos. The University of Jyväskylä Ethical Committee has approved the project's research plan. The paper will highlight how children use resources offered by their family background at the ECEC settings, how these resources well from the children's habitus and how these resources may transform into advantages or disadvantages for a child in ECEC settings. The paper opens up a critical way to interpret practices in ECEC as struggling of position and processes of inequality.

Keywords: inequality, agency, position, family background, Bourdieu

#### **Children and family participation in Dutch and German villages: An action research project**

HEIKE HELEN WEINBACH (1), ANNEROSE MORAS (1), HILDE WIERDA-BOER (2), OLGA VAN KEULEN (2) AND VANESSA HEEKS (1), (1) University Rhein-Waal, Germany; (2) Hogeschool van Arnhem en Nijmegen, The Netherlands

The Dutch-German project "Family Community" aims to increase the participation of children in 12 small villages by undertaking actions to make changes in every village and exchanging knowledge between German and Dutch children and their families. The project strives to implement a sustainable strategy for children's participation. The project refers to Dutch studies regarding the quality of children's lives in villages and to studies carried out by the German Youth Institute on the participation and values of young people. The research utilises theories of children as citizens in different political contexts (Hart, Liebel, and Theis) as well as social justice/social geography theories (Kenreich). Ethnomethodology and constructivism frames the project based on action research. Methods include future workshops, interviews, videography and group discussions. The project must consider what it really means to listen to the voices of children without being overridden by adults. Therefore the project insures that children can participate in every step of the project. Their ideas should be taken seriously and with supportive and creative sympathy by the parents, community members and researchers. Children's views on the current situation in the villages are determined by how the villages look like. Given the chance to create new ideas they develop inspiring projects but they are also serious in considering how to develop the ideas into reality. Adults get motivated by children who challenge their perspectives. The villages develop their own strategies for continual participation. An online-handbook will try to inspire children, young people, families and communities.

Keywords: children participation, community development, action research, sustainability, learning communities

## **SYMPOSIUM SET F / 23**

### **MATHEMATICS EDUCATION IN EARLY CHILDHOOD**

Self-organised Symposium

CHAIR: OLIVER THIEL, Queen Maud University College, Norway

Mathematics is both useful and joyful. The studies in this symposium focus on different way that facilitated the development of mathematical knowledge, skills, and/or dispositions in preschool children, their educators and/or their families. This is one out of four symposia organised by the SIG Mathematics Birth to Eight Years.

#### **The place of proximal processes in young children's mathematical learning**

ROBERT PERRY (1&2) AND SUE DOCKETT (2), (1) Charles Sturt University, Australia; (2) Peridot Education Pty Ltd, Australia

The study explores the proximal processes utilised by children, educators and parents as they engage with mathematics learning in preschools and homes. It builds on 20 years of work by the presenters utilising Bronfenbrenner's ecological and bioecological models as a basis for investigating children's transition to school, including mathematics learning in this transition. Proximal processes are the 'progressively more complex reciprocal interactions between an active, evolving, biopsychological human organism and the persons, objects, and symbols in its immediate external environment' (Bronfenbrenner & Morris, 2006, p. 797). The critical role of proximal processes in preschool children's mathematical learning is the subject of this paper. Data for this investigation were gathered, via telephone interviews with educators and parents over a period of two years, as part of an evaluation of the Let's Count preschool mathematics program in sites across Australia. Data were analysed using a constructivist grounded theory approach with particular emphasis on the role of proximal

processes. The study was approved by the ethics committees of two Australian universities and through the appropriate mechanisms for each participating preschool. The main findings from this study centre on the importance of proximal processes, including 'noticing', 'exploring' and 'talking about' mathematics in the development of children's and adults' mathematical knowledge and dispositions. Young children's mathematical development impacts on their mathematical (and other) potential in later life. The findings of this study have pertinent implications for the future practices and dispositions of all who influence the mathematical learning of young children.

Keywords: bioecological framework, Mathematics learning, preschool children, preschool educators, parents

#### **Mathematisation and agency in early childhood**

MAULFRY WORTHINGTON AND BERT VAN OERS, VU University, The Netherlands

This study investigates young children's early beginnings in communicating their mathematical thinking through their personal inscriptions, showing how these gradually mature into formal mathematical signs that will later support effective problem-solving. Building on research into young children's mathematical graphics over 25 years (e.g. Carruthers and Worthington 2005, 2006), it also draws on recent doctoral studies investigating incidence of children's mathematics and children's social literacies in pretend play and the emergence of mathematical abstraction (Worthington and van Oers, 2015, 2016). Starting from a Vygotskian social-historical and social-semiotic theory the study investigates the roots of mathematisation in a nursery. It investigates longitudinal ethnographic data from seven children of 3-4 years, gathered during one year. Investigating the same doctoral data set with the help of computer assisted qualitative data analysis software ('ATLAS-ti') this current study shows how children's mathematical thinking and inscriptions contribute to their confidence and agency in mathematics. The research adheres to ethical research guidelines. Participants were consulted and informed at every stage and gave their informed consent, and could withdraw if they chose. Children's progressive understandings of sign-use are attained through recursive, bi-directional movement between their personal inscriptions and increasingly standard notations. This allows 'ratcheting' to more advanced knowledge over time (Tomasello 1999), allowing the 'gap' in children's understandings to be bridged. Meaningful opportunities to explore, communicate and build on their existing mathematical knowledge and inscriptions allow young children to progress towards the abstract symbolic language of mathematics with deepening understanding, and should be reflected in policy documents and practice.

Keywords: mathematisation, nursery, inscriptions, ratchet, agency and identity

#### **Arithmetical operations in ECE: Its kids play**

MARIA FIGUEIREDO, HELENA GOMES, (1&2) AND GORETI DORIA (1), (1) Polytechnic of Viseu, Portugal; (2) CIDM, Portugal

As part of a practitioner research study, mathematical situations experienced in an early childhood centre (3 to 6 years) were analysed in terms of resolutions presented by the children. The situations focused arithmetic operations, based on a non-formalised approach to the development of children's number and operations sense. The study draws on a view of teaching in ECE based on the educational environment organisation and adults and children's interactions, including play (Siraj-Blatchford, 1999, Pramling & Pramling-Samuelsson, 2011). For the preschool Curriculum Guidelines (Ministry of Education, 2016), teachers organize the space, explore the ideas that emerge from play, invite children's explanations, justifications and reflections. This approach recognizes children's knowledge and experiences as basis for their learning, particularly in Mathematics (Clements & Sarama, 2014). The study followed principles of praxeological research (Pascal & Bertram, 2012). The teacher kept a field diary during her practice with the 20 children, and photographs and artefacts were collected. The analysis was based on the mathematical topics foreseen in the curricular document, and on a grid of analysis on the development of number and operations sense. Children were informed about the study and their right to withdraw. The situations were: two from the daily routine, two during children's play. Children used different operations and different senses for each. They also used distinct meanings and representations of number and showed problem solving and communication skills. The discussion of each situation is complemented with a reflection about the specificities of ECE, especially the organisation of the educational environment.

Keywords: mathematics, pedagogy, arithmetic operations, educational environment, play

### **SYMPOSIUM SET F / 24**

#### **PHONOLOGICAL / PHONETIC AWARENESS**

##### **Individual Papers**

CHAIR: SARA TOURS, Slippery Rock University, United States

#### **The relation of language, literacy, and social skills on emergent bilingual preschool children's vocabulary outcomes**

SHAROLYN POLLARD-DURODOLA (1), JORGE GONZALEZ (2), LAURA SAENZ (3), LEINA ZHU (2), (1) University of Nevada Las Vegas, United States; (2) University of Houston, United States; (3) University of Texas Rio Grande Valley, United States

This study examines the relation of language proficiency (Spanish/English), early English literacy (e.g., phonological awareness) and social skill development on the English vocabulary outcomes of preschool dual language learners (DLLs).



Participants were part of a larger randomized efficacy study that evaluated the effects of a content-based shared book reading intervention designed to accelerate English content vocabulary and build background knowledge. In a previous study, researchers reported a correlation between DLLs' social competence and their English vocabulary outcomes. Oral language skills are essential for DLL academic learning (Gutierrez, et. al. 2010) - especially in relation to the acquisition of English vocabulary knowledge (Roberts, 2004). Further, social competence may be related to children's language abilities and their second language proficiency (Oades-Sese, et al., 2011). Socially competent DLLs may have higher language and cognitive outcomes than those DLLs who experience difficulties in adjusting to teacher expectations and interaction with peers during the acculturation process (Oades-Sese, et al., 2011). Participants included 48 teachers and 281 preschool Spanish-speaking children in Dual Language programs. Children were tested at the beginning of year (social skills, emergent literacy) and pre- and post-tested with vocabulary measures. Consent was obtained for all participants. Identities remain confidential. Spanish-speaking DLL's social competence scores were related to their English vocabulary outcomes. The higher their social skills, the more able they were to express themselves in a second language. Future research must examine how interventions for young DLLs might integrate opportunities for social skill development while accelerating both language proficiency and content vocabulary knowledge.

Keywords: preschool, social competence, shared book reading, early literacy, vocabulary acquisition

#### **The importance of phonemic awareness for ESOL Hispanic pre-kindergartners in the USA**

SARA TOURS (1), AHMET SIMSAR (2) AND CATHRYN LOKEY (2), (1) Slippery Rock University, United States; (2) Florida State University, United States

The aim of this literature review paper is to explore the studies concerning phonemic awareness treatments for Hispanic pre-kindergarten English Language Learners. Three major bodies of literature are explored to investigate this study. First, literature will be reviewed on early literacy with an emphasis on phonemic awareness. The second section will examine literature on the literacy gap that exists for Hispanic students within the United States. The last section will highlight literature on the different approaches of teaching English Language Learners. Scaffolding the education of children who are learning English as a second language is an integral part of this literature review (Gibbons, 2002). Scaffolded learning theory is the theoretical framework for the purposes of this paper and how to effectively teach phonemic awareness. This is a literature review paper. There are no ethical considerations in this literature review paper because the data is peer reviewed articles. Phonemic awareness instruction may be important in order for children to become successful readers. Methods are reviewed on how to teach phonemic awareness for young children and teaching approaches that can be used for ELL students. The paper concludes by looking at the reading gap that exists for Hispanic students in the U.S. Early interventions for Hispanic students may increase the likely hood that they will become more successful readers. This may help to bridge the large and long standing literacy gap for this population. Teachers can incorporate direct instruction on sounds for ELL students.

Keywords: phonemic awareness, ESOL students, scaffold learning theory, pre-kindergarten education, instructional methods

#### **Supporting young bilingual children's literacy development: A focus on phonological awareness of 3 and 4 year old children**

KUBRA FIRAT, University of Nottingham, United Kingdom

The aim of the study is to investigate how early childhood educators and parents support bilingual children's emergent bi-literacy skills in Turkish and English, in particular their phonological awareness (PA) in the two languages. PA development is universal (Anthony & Francis, 2005), so children can benefit from similar activities regardless of their languages. Dickinson et al. (2004) mention that to explore bilingual children's dual literacy development process, researchers should consider children's living context to provide more comprehensive data on bilingual children's PA skills development. According to sociocultural theory, learning occurs within the sphere of interaction between the child and society, where learning and development are regarded as socially mediated (Vygotsky, 1978). The social context, and children's active engagement are key determinants that affect children's dual literacy learning. The study adopted an exploratory research design, comprising an embedded single case study using ethnographic tools. Consent of potential participants were obtained before data collection. Everything relating to personal information of participants was anonymised. It was found school support is within the frame of the EYFS directing practitioners to teach PA skills in English only, yet, promoting children's home language through play and other learning opportunities (DfE, 2014). Although the majority of the activities were conducted in English, the practitioners indirectly taught Turkish PA skills. Bilingual and bi-literacy development and its skills, such as PA, are reciprocally bound to each other (Verhoeven, 2007). Hence, teachers should focus on creating learning opportunities in order to enhance emergent bilingual children's dual literacy skills.

Keywords: emergent bi-literacy, dual literacy development, early years education, diversity in literacy education, emergent bilingual children

## SYMPOSIUM SET F / 25

### LITERACY AND LANGUAGE COMPETENCE ASSESSED

#### Individual Papers

CHAIR: CLAIRE MCLACHLAN, University of Waikato, New Zealand

#### **Assessment of literacy learning in the early childhood curriculum: Myths, realities and possibilities**

CLAIRE MCLACHLAN, University of Waikato, New Zealand

The aim of this study was to identify ways in which teachers can effectively assess and plan for literacy learning in early childhood. This study builds on earlier studies of professional learning to support teachers' knowledge of how to promote literacy (McLachlan & Arrow, 2013, 2016). This study used national survey and case studies of ECE teachers assessing literacy using the revised curriculum, Te Whariki (Ministry of Education, 2017). Earlier work has shown that ECE teachers can enhance literacy outcomes by effective teaching, but they require further support to use of a range of assessment methods to collect meaningful data for curriculum planning (McLachlan & Arrow, 2016). A mixed method design was employed, which utilised a national survey followed by case studies in ECE centres. Data was analysed using both quantitative and qualitative methods. Application for Ethics approval was received from the Faculty of Education Human Ethics Committee at the University of Waikato. Earlier research has shown teachers can enhance literacy outcomes through effective teaching in a free play environment (McLachlan & Arrow, 2016), but struggle with conceptualising assessment that is not either narrative methods or checklists. Results suggest teachers need exemplars of alternative assessment practice and group professional learning may extend teachers' approaches to assessment. This study responds to the identified need for evidence based research on effective assessment practices, which can be used to help achieve equity of opportunities and outcomes for all young children. Findings will also be of value to teachers implementing the revised curriculum.

Keywords: literacy, assessment, curriculum planning, teachers' role, professionalism

#### **Preschool composition effects: Child demographics, risk factors and children's language competencies**

NINA HOGREBE AND ANNA MARINA POMYKAJ, University of Münster, Germany

We investigate if preschool composition affects children's language skills, which factors are decisive, and if differential effects can be observed. Studies show a positive relationship between a child's language competencies and its peers' average cognitive and linguistic skills or a preschool's socio-economic and ethnic composition (de Haan et al. 2013, Henry & Rickman 2007, Mashburn et al. 2009, Justice et al. 2011, Schlechter & Bye 2007, Reid & Ready 2013). Findings on differential effects are still inconsistent. Socioecological and sociocultural theories on human development (Bronfenbrenner 1990, Rogoff 1990, Vygotski 1978) emphasize the importance of a stimulating environment. In preschool, peers are part of a child's learning environment. Due to segregation processes, preschool composition varies. The school entry examination from one example municipality in Germany provide data on children's language skills and background characteristics (n=7,604), paper-and-pencil interviews generate further information on preschools (n=84). Following an empirical-analytical paradigm and using quantitative methodology, multi-level analyses are employed. All data are anonymized. Results are reported on aggregated level. Inferences about individual children or preschools are not possible. After controlling for relevant co-variables, the proportion of children with developmental risks (language promotion need, premature birth) but not demographic background characteristics (migration, income) negatively effects children's language skills. A negative interaction between parents' and children's language skills indicates that preschools with higher proportions of children in need of language promotion are better equipped to tackle inequalities. As preschool composition matters, policy makers should minimize segregation and support preschools with high-proportions of at-risk children to address inequalities.

Keywords: language skills, context effects, at-risk children, demographic make-up, segregation

#### **You are never too young to learn**

JOSÉ SMEETS, Hogeschool iPabo, The Netherlands

In this study, it was examined which child characteristics can predict referral to grade 1 of elementary school and in line with that it was examined how children with a short or a long preschool period perform at a reading test in Grade 1. This research comes together with (e.g.) research from Norbury, C.F., D. Gooch, G. Baird, T. Charman, E. Simonoff & A. Pickles (2016) about cognitive performance of young pupils compared with older class mates and also with research from Suggate, S., Schachinger, E. & Reese, E. (2013). They supposed that initial reading education should start at a later age, as this enables children achieving better results. The age at which children make this transition differs from country to country. Van der Aalsvoort, Van der Sluis, and Kegel (2007) state that a child's chronological age is not a good predictor for scholastic progression in elementary school. Study started when the children (N=200) had attended kindergarten for at least a year. Teachers observed children with two instruments, the Dutch School Behaviour Checklist Revised, and the Dutch Kindergarten Monitoring List. In Grade 1 a word identification test (Cito) was used to score the reading skills. Written informed consent was obtained from all parents prior to participation in the study. Children's social and emotional functioning is not a decisive factor for teachers in their decision whether a child should be promoted to grade 1, emergent literacy development is. Adjust pedagogical and didactic teaching practice to young children in Grade 1.

Keywords: reading instruction age (RIA), school readiness, transition, emergent literacy, retention

## **SYMPOSIUM SET F / 26**

### **TEACHERS' USE OF DIGITAL PEDAGOGY**

#### **Individual Papers**

CHAIR: ROSINA MERRY, Te Rito Maioha Early Childhood New Zealand, New Zealand

#### **TEAM: A sociocultural model to facilitate early childhood student teacher and teacher appropriation of ICT for pedagogical purposes**

ROSINA MERRY, Te Rito Maioha Early Childhood New Zealand, New Zealand

The aim of this research was to take into account the sociocultural orientation in New Zealand towards ECE curriculum design, and explore what might be the nature of a model to facilitate early childhood student teacher and teacher appropriation of technology for pedagogical purposes? Sociocultural views of learning are prominent in the literature about teacher learning and ITE (Bell, 2012; P. Kelly, 2006; Smidt, 2009). Cheng (2005) describes learning about teaching as a process of "socialisation or enculturation, leading to shared knowledge through human interactions" (p. 349). Hökkä and Eteläpelto (2014) discussed sociocultural views in relation to the pressure on teacher education providers around the world to make changes to meet the demands and challenges of 21st century learners. An interpretive research approach was employed. This was an instrumental case study, using Inductive and deductive thematic analysis. The university of Waikato ethics process plus informed consent from teachers and student teachers. Removing myself as the lecturer from the paper where student data was collected. The key outcome from this research project is the development of the Teacher Education ICT Appropriation Model (TEAM). The model is underpinned by a sociocultural view of learning and acknowledges and responds to the social nature of teaching and learning. The role and potential of technology in supporting young children's learning could be a stronger focus in initial teacher education programmes. Programmes need to effect a shift in their views from a skills-based perspective to more of a sociocultural and pedagogical approach.

Keywords: technology, sociocultural, pedagogy, appropriation, model

#### **Digital stories and preschool teachers' competence**

MARIANNE UNDHEIM (1) AND VIGDIS VANGSNES (2), (1) University of Stavanger, Norway; (2) Western Norway University of Applied Sciences, Norway

We focus on preschool teachers' technological, pedagogical and content knowledge when they involve preschool children in the production of digital stories in kindergartens. Our literature review found few examples focusing on the narrative and dramaturgic perspective, and few with a distinct emphasis on how technology can support the content related part of creating digital stories together with children in kindergartens. Letnes (2014), however, points out the importance about preschool teachers' narrative competence, in order to support the children in producing digital stories. The theoretical framework is based on Mishra and Koehler's TPACK (2006), narrative theory (Bruner, 2003), and multimodal communication theory (Kress & Selander, 2012). The study is placed in a qualitative research tradition, with a phenomenological research approach. We interviewed preschool teachers about their competence and experience when involving preschool children in the production of digital stories. Trust, loyalty and confidentiality have been essential in the interaction between researchers and participants through the entire process. In the analysis, we described and analysed the preschool teachers' reflections and justifications for their own choices and actions when they created digital stories together with the children, in order to articulate and conceptualize their competence. The findings show that they highlight pedagogical and technological competence, and hardly mention narrative competence. Based on theory and our findings, we have suggested the TPACK-competences (pedagogical, technological and content knowledge) that we think preschool teachers need when they produce digital stories together with children. The study also highlight the preschool teachers' narrative competence.

Keywords: digital stories, narrative competence, TPACK, narratology, ECE

## SYMPOSIUM SET F / 27

### PERSPECTIVES ON MIGRANT AND IMMIGRANT CHILDREN AND TEACHERS

#### Individual Papers

CHAIR: SUSAN RECCHIA, Columbia University, United States

#### **Relationship-based infant care as a framework for authentic practice: How an immigrant preservice teacher discovered her voice**

SUSAN RECCHIA AND SEUNG EUN MCDEVITT, Columbia University, United States

This paper shares an immigrant preservice teacher's perspective on her first experience caring for infants in the context of an infant practicum, uncovering the power of relationship-based learning as a framework for educating diverse teachers for quality infant care. Increasing evidence linking relationship-based caregiving to infant learning has fuelled the need for better-prepared infant professionals (Lally, 2013). However, little is known about the process of preparing professionals for relationship-based care (Lee, 2006, Recchia, Lee, & Shin, 2015). Few studies have explored the impact of caregiver diversity on the relationship-building process (Recchia & Shin, 2012). Transformative learning (Dewey, 1998/1933, Mezirow, 1997), socially guided interactions (Rogoff, 2003), and funds of knowledge and identity (Moll & Esteban-Guitart, 2014) served as our theoretical guides. Using a qualitative, single-case study approach (Yin, 2009), we drew on the participant's perspectives situated within the course context. Data (reflective journals, course assignments, and interview) were collected after course completion, the participant gave informed consent and was given written and verbal assurance that her decision to participate had no influence on her course grade. Findings detail the participant's process of coming to understand intellectual and emotional aspects of infant caregiving to find authenticity in her practice. Her narratives provide insight into the ways she brings her own funds of knowledge and identity to a reconceptualization of her work as an immigrant teacher (Gupta, 2006). Implications focus on the value of a relationship-based framework for preparing a diverse work force to provide quality infant care and education.

Keywords: infant care, relationship-based learning, early childhood teacher education, immigrant teachers, reflective practice

#### **Immigrant children as 'experts' for their culture?! - Thematising cultural diversity in kindergarten and primary education from children's and teachers' point of view**

PETRA BUEKER AND BIRGIT HUEPPING, University of Paderborn, Germany

Children grow up in multicultural environments. Kindergarten and primary school have to develop pedagogical concepts for dealing with diversity, particularly with regard to refugee children (integration, social inclusion, etc.). Own quantitative basic research and further qualitative in-depth survey of teacher perspectives (Büker/Hüpping et al 2012; Hüpping 2017) as well as our ongoing qualitative child study show discrepancies about the views on dealing with cultural diversity. A contrasting of adult's and children's perspectives, based on selected data from these independent studies, aims to critically reflect intercultural practices. In the context of our studies most teachers claimed that children like to act as experts for their country. According to Steele (1997), teachers' expectations can trigger a sense of stereotype threat among immigrant children. Few existing child studies show that children give differentiated information about this (WorldVision 2016). In addition to the theories shown, we refer to identity theory (Bayer 2011) and theory of acculturation (Berry 1997). Data analysis of the teacher survey based on mixed methods (basic research: quantitative approach, n=223, in-depth survey: qualitative approach, n=23 teachers). The qualitative child study (n=5 kindergartners, n= 5 pupils) was category-based analysed. Our research adheres

to the principles and practices of the EECERA Ethical Code (2014). A comparison of the perspectives shows that often teachers unconsciously use a static concept of cultural differences. Children consider the expert method critically because of their transcultural real-life experiences. Results show that thematisation and de-thematisation of cultural diversity must be professionalized with increased sensitivity and with children's participation.

Keywords: intercultural education, diversity, social integration, children' voices, participation

## **SYMPOSIUM SET F / 28**

### **DEVELOPING RIGHTS-BASED PRACTICE IN EARLY CHILDHOOD SETTINGS**

Individual Papers

CHAIR: ALISON MOORE, Birmingham City University, United Kingdom

#### **Open minds in open spaces**

ELISABETTA MUSI, Università Cattolica del Sacro Cuore, Italy

The proposal refers to a Research-Action conducted with a group of preschool children's teachers from a "traditional" working model to an open space model and open sections. The change has been recorded through quantitative parameters and qualitative Research faced resistances to change (Contini, 2012), the de-structuring of "traditional" practices and the co-constructing of learning contexts (Bruner, 1992, 2000, 2002) more responsive to the evolutionary resources of children, to the formative value of space and group. The theoretical research frame is based on a constructivist (where the child is co-maker of meanings and protagonist of the learning process) and phenomenological-existential approach (dealing with a search for meaning in the educational and teaching work). The research, still in progress, uses narrative and autobiographical writing for the identification of resistance, the experience of visiting in other services, the creation of study groups, observation and documentation of change connected the qualitative and quantitative parameters identified. Research uses tools to verify and evaluate the results achieved, with metering indicators and grids to detect the changes that have been made. The research highlights the main resistance of educators, teachers, parents, and highlights useful devices to bring about change and build more respectful and democratic services. The research was born from the request of a municipality to turn childhood services into laboratories of extended education, in order to meet the new needs of children and families. For them, a new school is being built, organized as an open space characterized by social as well as educational renewal.

Keywords: curriculum, co-maker of meanings child, co-responsibility, open spaces, participation

#### **Increase competence to act through ethical reflection**

MARGARETH EILIFSEN, Western Norway University of Applied Sciences, Norway

How to bring children's voices more evident in the education of kindergarten teachers and thereby be better prepared to work with children's rights in the nursery/Kindergarten? How can stories of practice be used to reflect both the action, attitude and ethical perspectives? Birkeland's writing shows that practice storytelling method (practice-stories) can be used to generate reflection among employees and can thus be used to assess the quality, personnel and documentation in kindergartens. How can it be used in higher education to evoke ethical reflection? Kierkegaard and Levinas thinking and writing about 'The other one' will be the basis for discussions. This research is based on understanding of reflection and shed light on the practice narrative opportunity to give students and employees ability to reflect on their own and others actions and attitudes in the meeting with (or in relation to) children. Data is practice-story (N=116) collected from first grade students at the preschool education at a University College in Norway and focus-group interview with ECT-educators. Children's rights are heavily enacted in Norway, however, the data show that children's different voices are not always equally well heard. All data is anonymous and generalized in order to look forward at excellent practice. Some early childhood teacher training students (ECT-students) reflected upon children's rights and children's voices, but how to work with these stories back at the university? We must educate kindergarten teachers who can act when they hear the children's voice. Both Kierkegaard and Levinas can enlighten this work.

Keywords: ethical reflection, early childhood, narratives, profession education, teacher education

#### **How can practice be changed to ensure the voice of the child is more effectively heard in the creation of an open listening climate across teams in Children's Centres?**

ALISON MOORE, Birmingham City University, United Kingdom

My PhD, explores practitioners' understanding of child voice, in a context of Children's Centres in the UK. Examining how child voice can be effectively heard to facilitate change and improve practice and provision. The study builds upon the work of Clark, Kjørholt & Moss (2001, 2005), and eliciting child voice to facilitate change. It reflects on and draws inspiration from the praxeological and participatory work of Pascal & Bertram (2012, 2015) The theoretical framework draws on ideas of pedagogy in participation Formosinho and Formosinho (2011, 2012) . A rights model of participation (Lundy 2007) forms a basis of reflection alongside the shared process of reflectivity through Communities of Practice (Wenger 2004). A qualitative paradigm

using a case study approach. Drawing on multiple methods, to collect data, working alongside children, parents and practitioners. The notion of Geertz (1973) 'thick descriptions' is used for reporting findings. The research has ethical approval from the Institution, drawing on EECERA Ethical Code (2014) and BERA Guidelines (2014), considering the power relationships between participants and the researcher and the ethical praxis when researching with children. Stimulating a discussion based on main findings and early analysis. How practitioners and children construct the research process, developing praxeological research to ensure young children have a voice. Creating an open listening climate through a collaboration for change process. The dialogue will facilitate a sharing of narratives of effective strategies for eliciting the voice of young children, to inform change, providing opportunity to advance understanding and influence both policy and practice.

Keywords: praxeological research, child voice, children's rights, open listening climate, communities of practice

## **SYMPOSIUM SET F / 29**

### **CHILDREN'S RIGHTS-BASED PEDAGOGY IN ACTION**

#### **Individual Papers**

CHAIR: NATALIE ROBERTSON, Deakin University, Australia

#### **Who's making the decisions? - Children's voices in decision making in early years settings**

SILVIA GURSINSKI (1) AND MARY SKILLINGTON (2), (1) Institute of Technology Sligo, Ireland; (2) Galway Mayo Institute of Technology, Ireland

This study explores how ECEC practitioners capture children's voices in programme planning and decision making. The aim is to gain an understanding of current practice and how it is influenced by the implementation of Irish national frameworks for quality and curriculum in early years. 'Taking the time to talk and listen to children provides practitioners with a better understanding of what children are feeling, and can therefore provide deeper insight into their needs within the setting' (DCYA, 2006). This research builds on the work of Clark and Moss (2001) who present a framework for listening and suggest the Mosaic Approach to listening to young children. The study enquires about practice in early years settings in the light of article 12 of the UNCRC. The convention and the Irish national frameworks for quality and curriculum in early years provide the framework for the study. This interpretivist, qualitative research utilises semi-structured interviews with early years educators who work with young children. The study adheres to the ethics guidelines set out by GMIT and the Department of Social Sciences of the Institute of Technology, Sligo. This is a working paper and preliminary findings will be presented. This study hopes to contribute to the knowledge base around the implication that an implementation of national curricula/programmes in ECEC may have on ensuring children's rights and participation in decision making. Findings may help to support practitioners in early years to reflect on and review their practice regarding children's inclusion in decision making and planning.

Keywords: children's rights, children's voices, early years practice, planning and decision-making, quality and curriculum frameworks

#### **A conversation around the development of a children's rights reflective tool to guide practice in early childhood**

ALINE COLE-ALBÄCK, CREC and Birmingham City University, United Kingdom

As part of a wider PhD study, a reflective tool on Children's Rights in ECEC is being developed. The purpose of the tool is to guide professional reflections on how adults working with young children can include children's rights at the core of a setting's ethos and day-to-day practice. A growing number of schools across Europe are engaging with children's rights through UNICEF's Rights Respecting Schools Award (Arvsfonden, 2016; UNICEF UK, 2015); however, there's limited research and knowledge about how to engage with children's rights in settings for children under three (Quennerstedt, 2016). This research recognizes the political nature of ECEC, and is philosophically approached from a deontological perspective. It's also congruent with childhood sociology that recognises children as a social group with their own set of interests and rights. Drawing on conversations with children, observations, interviews with staff and parents, and in conversations with a working group of professionals working with or for young children, this reflective tool is evolving as the research is progressing. Ethical considerations follow University, EECERA and BERA guidelines informing issues such as ongoing assent/consent and confidentiality as well as concepts such as "ethical symmetry" (Christensen and Prout, 2002) that recognizes power relations in research relationships. The data to date support the notion that many professionals lack the knowledge and tools to actively engage with children's rights in ECEC. This reflective tool will give professionals a springboard to develop a professional conversation on what children's rights mean to them in their practice and organisation.

Keywords: UNCRC, rights-based, pedagogy, birth to three, methods

### **A case study of children's rights curriculum in Victoria, Australia**

NATALIE ROBERTSON AND NICOLE DOWNES, Deakin University, Australia

This research aimed to discover the curriculum and pedagogical approaches that teachers in preschool and primary school educational settings in Victoria, Australia are using to educate children about their rights (UN, 1989). Educational settings are suggested to be the best place for children to learn about their rights (MacNaughton & Smith, 2009; Smith, 2007). In Victoria, research that examines teachers' approaches to educating children about their rights is timely, as newly introduced policies and standards for early childhood and primary school educational settings suggest that the inclusion of children's rights in the curriculum is required to keep children safe and protected in organisations and the community (DET, 2016; DHHS, 2015). Bronfenbrenner's Ecological Systems Theory (1979) and Vygotsky's Socio-Cultural Theory (1978) provides the theoretical framework for this research. A case study approach was adopted for this research. The participants included eight classroom teachers of preschool and primary school educational settings in one school in Melbourne, Victoria. Research methods included the use of journals kept by teachers for a two week period to detail reflections of their own curriculum and pedagogical practices concerning children's rights. Interviews with each teacher were also conducted. Consent was gained from all participants before the research was conducted. This was re-negotiated during the research process. Pseudonyms have replaced the names of participants. The curriculum and pedagogical approaches used by teachers to educate children about their rights will be discussed. The implications of these findings upon policy, teacher training and professional learning opportunities will be presented.

Keywords: children's rights, curriculum, pedagogy, teaching, early years

# POSTER SYMPOSIUM SET I

WEDNESDAY 30<sup>TH</sup> AUGUST

15:20 – 16:40

## SYMPOSIUM SET I / 1

### **Dialogic inquiry in children's drawings: Focusing on empathy in imaginative expressive activities**

YUKARI HOTTA, University of Tokyo, Japan

This study investigated how young children produce dialogic inquiries in daily life drawing. Drawing dialogues allows children to move from spontaneous concepts to more scientific ones and plays an important role in promoting higher mental functions (Brooks, 2009). Prior research on children's drawings suggested linear conceptions of development over which the environment has little influence and does not describe very well how children express themselves verbally and nonverbally in diverse ways. While some research considers the social contexts for drawing (Edwards et al., 1998, Kindler, 1999, Oku, 2012), few studies investigate the relationship between inter-mental and intra-mental drawing dialogues. This study is framed by the sociocultural theory (Vygotsky, 1966) and the theory of conceptual play (Fleer, 2011) in children's drawing processes. These theories acknowledge that their drawing occurs in a social context and is shaped by cultural and societal values and practices. As a participant observer, I studied children aged 5 to 6 in a Japanese day care centre for six months. Episodes were analysed qualitatively. My main data collection tools were the children's drawings and narratives, the day care staff's narrative, and video-recorded observations of the drawing. The nursery's head gave me ethical permission for data analysis. The results suggest that during dialogic inquiry in drawing, empathy for objects or others in the community brings about the following internal transformations: 1) Object-Meaning Relations, 2) Role-Imaginary Situation Relations, and 3) Imaginary Situation-Rule Relations. This has implications for how empathy expressed by drawing produces dialogic inquiry and supports a child's development.

Keywords: drawings, empathy, imagination, dialogic inquiry, socio-cultural

## SYMPOSIUM SET I / 2

### **Children's perspectives on open versus structured art work in the kindergarten**

RUTI NEEMAN, NATHALIE GUIBLI AND DAVID BRODY, Efrata College of Education, Israel

The manner of provisioning art activities in kindergarten is widely debated. This study seeks to understand children's perspectives on two different approaches: open and structured art. The Reggio approach to creative representation in promoting learning provides a theoretical basis (Gandini et al, 2005) emphasising open art activities with teacher guidance. What this adds to existing research Gandini et al. (2005) and Epstein (2007) stress free art activities, however, commonplace practice involves predetermined outcomes (Nevanen, Juvonen, & Ruismäki, 2014). This research compares the two approaches from the child's perspective. The paradigm of exploring children's perspectives on kindergarten activities using semi-structured interviews has received much attention (Penderi & Rekalidou, 2016, Wahle et al., 2017). Fifty children, ages 4-5, were randomly assigned to open or structured art activities, and then spoke about their pictures to the researchers. Categorisation using grounded theory in the analysis of children's narratives revealed themes regarding fantasy, emotion, intentions, and structure. Children's consent was obtained for the activity and interview, and data was anonymised. Significant differences were found between the two groups. Children in the open condition told stories with a wide range of imaginative themes, enlisted many emotions about the creative process and the final product, and associated their work with other experiences. Those in the directed activity limited their stories to the single assigned topic, expressed little emotion, and did not associate their creations with other experiences. These findings provide early childhood practitioners concrete data for choosing an appropriate approach to provisioning and organising art activities.

Keywords: art, education, perspective of children, art activity, child directed activity

## SYMPOSIUM SET I / 3

### **Living music at kindergarten: Interactions between adults, children and music**

CLARICE BOURSCHIED AND MARIA CARMEN SILVEIRA BARBOSA, Federal University of Rio Grande do Sul, Brazil

This research aims to guarantee a daily life at school with interactions on music between adults and children and amongst children, without proposing moments of traditional music class. We have found the need to extend previous studies about music and small children at school, after a Master research, beginning a study about ways of cooperation between the music teacher and the pedagogue teacher to favour musical contexts for/with small children. Our theoretical and conceptual framework comes from Bachelard (2001), Merleau-Ponty (2011), Malaguzzi (2004), Bourscheid (2014), Barbosa (2016) to favour encounters between children and poesis to enhance childhood. We find ourselves in the complexity paradigm (Morin,



1999). The reason is to not simplify the interactions at school. The main purpose was to favour children expression and communication through music, favouring aesthetic and poetic experience. This work is done as a team: music teacher, pedagogue teacher and children, using an intervention-research method (Kastrup, 2008). The data we have analysed were notes, pictures and films made during the year 2016. The data, produced by the music teacher, was discussed together with her guiding teacher at the PhD in Education. It was done within Brazil's Policy 510/16. The paper presents some findings after one year of studies that points this methodology as a way of promoting the presence of music on daily life at school. It has enlarged repertoire of all people involved: pedagogue teacher, music teacher and children. It demonstrated practice possibilities for teachers to create and favour musical contexts for children at kindergarten.

Keywords: small children education, music, teacher training, aesthetic and poetic, music teacher

#### **SYMPOSIUM SET I / 4**

##### **A pilot study on using Padlet to promote collaborative learning of art appreciation among early childhood teachers**

LAI HA CHEUNG, The Education University of Hong Kong, Hong Kong

The pilot study aims to promote collaborative learning of art appreciation among 40 in-service B.Ed. (ECE) student teachers in Hong Kong by using Padlet, a free online bulletin board. Padlet is regarded as a helpful interactive classroom tool in different domains, such as music (Dunbar, 2017) and science (Maquivar, 2017), especially language (De Berg, 2016, Holan, 2015, Peel & Murray, 2015, Harrison, 1984). However, there are few in art. The Padlet of this project enables written assignments or art reviews extend to a collaboratively-built online gallery in various forms, including images, texts, and 2-minute videos. It provides a showroom for 30-40 pieces of exhibits in the Hong Kong Heritage Museum. Since there is no right or wrong answer in art (Lowenfeld & Brittain, 1982), pluralism is applied in art appreciation as it accepts coexistence of multiple perspectives in which no single approach get all the support or attention (Lankford, 1992, Atkins, 1990). The pilot study is the first part of an action research. Students' evaluation on the use of Padlet will be collected by questionnaires at the end of the course in 2017 and another class in 2018. Participants can create their own names in the Padlet, e.g. KK. Only the video is an assessment and the upload of texts is on a voluntary basis. Finally, the application and influences of Padlet in learning art appreciation will be concluded. The findings may change the traditional learning and assessment mode to a more interactive and collaborative format.

Keywords: art appreciation, Padlet, assessment, technology, collaborative learning

#### **SYMPOSIUM SET I / 5**

##### **Young children's experiences of sadness - What are their drawings telling us?**

MIEMSIE STEYN AND MELANIE MOEN, University of Pretoria, South Africa

Social ills prevalent in communities are known to permeate the school environment to various degrees (Burton & Leoschut, 2012:54). It is widely accepted that schools are microcosms of the broader communities in which they are located. The nature and orientation of young children's emotional experiences are therefore significant because societal ills and other social adversities impact children's school experiences. The aim of this study was to identify what saddens young children and to include these findings in teacher training curricula in life skills education at higher education institutions in South Africa. South Africa is a country at the forefront with various child-related adversities, such the highest incidence of people living with HIV/AIDS (Zisette, 2015:1) and ranked second in the world when it comes to violent incidents in schools (Ntuli, 2015). As children's emotional experiences are linked to their cognitive development, Piaget's cognitive development theory was used to interpret participants' experiences. This study was situated within the interpretive paradigm, following a qualitative approach where 224 children aged 6-9 years drew pictures on what makes them sad. Ethical clearance was gained from the University of Pretoria's ethical committee which involved informed consent from principals and parents. All names were replaced by pseudonyms. Two distinct themes emerged, namely bullying as form of violence, and experiences of loss. Teacher training institutions should include training in identifying and recognising experiences of loss, as well as including debriefing skills in the Life Skills curriculum.

Keywords: children's drawings, bullying, loss, children's emotional experiences, teachers

#### **SYMPOSIUM SET I / 6**

##### **Children's rights to free expression: Teacher's scaffolding issue in a context of creative dramatics**

SUN-HEE PARK, Korea National Open University, South Korea

The purpose of this study was to investigate the teacher's role of promoting children's rights to free expression in a context of creative dramatics. The research question was: 'what were appropriate teaching strategies to provoke children's spontaneous and dynamic speech and act in a context of creative dramatics?' The previous studies have shown that creative dramatics had a good impact on children's creativity, problem-solving capability, decision-making, pro-social ability, positive self-concept, and communication ability (Lee, 2003; McCaslin, 2000). In the study, creative dramatics for kindergartners was focused on children's expression of their speech and act based on their ideas from picture books or traditional stories rather than reading or memorising script. Children as a novice player need to be guided by a teacher through verbal and nonverbal

communication and acting interactively without intruding or taking children's autonomy. Creative dramatics was implemented to the group of ten 5-year-old children during free-choice activity time for two months. Collected data including records and teacher's interview was interpreted by a phenomenological approach. All the data including participants' name was processed anonymously. Scaffolding strategies in a context of creative dramatics were as follows: teacher-child interaction through exploratory activities with props, teacher participation as a performer with a role, and being a narrator who let the children know the opening and closing of drama and storyline. The result suggested that an appropriate scaffolding in a context of creative dramatics support a process-oriented and child-centred learning and ensure children's rights to speech and act.

Keywords: teacher's scaffolding, creative dramatics, dramatic play, learning context, rights to free expression

## **SYMPOSIUM SET I / 7**

### **Solidarity through art, as a children's right in early childhood education**

DEBORAH RUSHTON, Lylcee Jean Giono, French School, Italy

Is art a fundamental children's right in early childhood education? To what extent can it be used to facilitate solidarity and teach children to develop transferable skills and the confidence to express themselves in a creative environment? My research relates to the campaign for art as a child's right by London, RA artist Boband Roberta Smith (aka Patrick Brill): Art U Need, 2005, The Art Party, 2015, Art for all, 2016. Plus works by Anna M. Kindler: What can ECC learn from Art, 2010, and Daniele Twigg & Susanne Garvis, 2010: Exploring Art in ECE. Living in times of division, early childhood children are a symbol of hope, unification and change. The arts are indispensable to unite people of different cultures & backgrounds. I work with plurilingual children in a French School in Italy. I am interested in how researchers are using contemporary artists, such as myself, to assist in the development of the arts in ECE & in the difference between artistic skills versus self-expression. The paradigm equates to the most beneficial teaching techniques for early childhood students. My methodology consists of detailed observations of small group workshops. Children are divided in mixed groups by sex, culture and language to encourage interaction and mutual understanding, avoiding possible divisions. Art allows children to experience a less structured way of learning to communicate and express themselves. Art may depend on the resources available although children's creativity should not be restricted. Sculptor Tony Cragg has made award winning sculpture from found objects.

Keywords: art, creativity, communication, expression, unification

## **SYMPOSIUM SET I / 8**

### **Agency and activism among Palestinian children living under military violence. A qualitative inquiry**

FEDERICA CAVAZZONI AND GUIDO VERONESE, University Milano-Bicocca, Italy

We analyse attitudes of agency, psychological adjustment to trauma and resistance against political violence in children living in three refugee camps, Palestine. In 2014 UNICEF reported 300.000 children in need of psychological protection (Gaza). We move from a narrative constructivist approach. One-hundred-twenty-two children took part in a qualitative explorative research: thirty-two from Aida refugee camp, forty-four from Dheisheh refugee camp, and forty-six from Jabalia refugee Camp, Gaza Strip. All children were asked to write a self-characterisation and to represent it by drawings. Clinical interpretation of drawings was performed using an ad hoc grid. In addition, thematic content analysis was applied to both written and drawn materials. Our work is in line with the APA (American Psychological Association) ethical guidelines. The children were constantly informed about research procedures and instruments. They were able to withdraw from the research whenever they decided not to continue. Five indicators emerged. Marked pressure (66%) and colour (48%) are showing emotional distress and aggressive attitudes. Perspective absence (66%), low details and stereotyped human figure (43%) are referring to regressive tendencies and developmental retardation. Sharp and square lines are indicating emotional hyper-control and relational distress. The narrative-constructivist text analysis of children drawings pointed out four main themes from self-characterisations (future and dreams 56%, need of movement 34%, sports and leisure 71%, peer relationship 38%) and three themes from drawings (positive emotion 58%, environment 54%, future and dreams, 25%). The results are discussed in the light of narrative constructivist perspective rather than psychobiological and clinical frameworks.

Keywords: children, war, political violence, agency, activism

## **SYMPOSIUM SET I / 9**

### **Against inequality in early childhood education: A case study in Galicia (Spain)**

CONCEPCIÓN SÁNCHEZ-BLANCO, University of A Coruña, Spain

This paper reports part of a qualitative research in early childhood education which takes place in a public school kindergarten classroom located in Galicia (Spain). Several families suffer important economic problems. We analyse teaching practices and interactions among the children at snack time, during play about food and assemblies. The studies about economic crisis and neoliberal policies are decisive in our research. So, the case studies about economic inequality and classism at school are very important. The theoretical and conceptual framework is the critical pedagogy, the cooperation and the fight against the power relationships. We are going to follow authors so much important as: Freire (2014), Iorio & Visweswaraiah (2012), Pascal

& Bertram (2012), Formosinho & Oliveira Formosinho (2012), Kincheloe & Steinberg (2011), James (2008), McLaren & Farahmandpur (2005), Moss & Dahlberg (2005), Yelland (2005). We adopt a sociocultural perspective to develop our critical analysis of participatory approaches to research with young children. Case study and critical participatory research with children were the methodologies employed (Waller & Bitou, 2017, Cook & Hess, 2007, Clark & Moss, 2005). Families, teacher and children have approved to take part in the study and are anonymous. The aim of the deliberative project with the teacher helped her achieve more critical and reflective practices and to become aware of the social justice. The discussions were to encourage the transformation of the participants' actions in a more liberating direction, for the teacher and the children, as well as for myself, as the facilitator of this research.

Keywords: equality, social justice, participation, exclusion, cooperation

#### **SYMPOSIUM SET I / 10**

##### **Inequalities in Brazilian kindergarten - A diagnosis of the social and racial distances among young children, their teachers and school system**

ANETE ABRAMOWICZ, FABIANA LUCI DE OLIVEIRA AND AFONSO CANELLA HENRIQUES, Universidade Federal de São Carlos, Brazil

We present a diagnosis of free young children education system in Brazil, provided into two models: one public, fully funded by the State and another philanthropic. We discuss children's, families' and teachers' profile according to racial and socioeconomic indicators, exploring the presence of racism in the way the system operates. We relate to research from Moss (2007), indicating the relationship between quality and democratic principles as indissoluble. And Vandenbroeck (2015), taking diversity as a deconstruction of the norm, affirming that there are no "average" children. Theoretical framework informing the research is the one of ethnic-racial relations, discussing how race affects the (re)production of social inequalities. Based on Hall (1996), we understand race as a relational category, a discursive construction producing difference. Data were gathered through a survey applied to children's families and teachers. Participants' free and informed consent has been given. Results point to inequalities, indicating how racism operates, producing two networks of education: one philanthropic, composed mainly of black professionals of lower social class, without university degree, another public, with white teachers of higher social class and university degree. We explore these inequalities in guaranteeing the right to education: older children (aged 4-5 yo) attend public institutions while younger ones attend philanthropic institutions, with a large contingent of them still remaining outside the school, due to lack of spaces available, thus, configuring two very different realities within Brazilian young children education. We describe and explain these inequalities, seeking to better inform public policy for young children education.

Keywords: young children education, racial inequalities, social inequalities, ethnic-racial relations, public policy

#### **SYMPOSIUM SET I / 11**

##### **Inclusive approaches for disabled children in the kindergartens of Bologna**

PATRIZIA SANDRI AND ELENA MALAGUTI, University of Bologna, Italy

The goal of this work is to analyse the inclusion approaches applied towards disabled children in the kindergartens of Bologna run by the Istituzione Educazione Scuola (IES). This work is part of a wider research line on the quality of disabled children integration in schools (Sandri 2014, Canevaro 2015, and Malaguti 2017). Inclusion is seen here as a pedagogical paradigm. The main ethical challenge is to consider inclusion not as the availability of the majority to integrate a minority, but rather as the acknowledgment of the common right to diversity, thanks to which heterogeneity and attention to individual specificities become a normal practice. Overall education plans and individual education plans for disabled children were analysed in the kindergartens of Bologna. Data were collected and elaborated on the basis of the Index for Inclusion indicators (Booth, 2014; Ainscow, 2014). In line with the IES guidelines, the relationship between children with different needs is a crucial experience for the development of all children, as it enhances in each child the awareness of the differences between himself and the others. The results show that the individualisation of the educational planning, combined to a strong attention to the overall context and to a vision of the kindergarten as an educational community, enables to effectively implement the integration / inclusion process for all children, with and without disabilities, and to promote each child's harmonic growth. This work highlights that integration and inclusion are complex processes that require an inter-professional work, an educational co-responsibility.

Keywords: inclusive approaches, integration, disability, kindergarten, co-evolution

#### **SYMPOSIUM SET I / 12**

##### **Supporting preschool children with autism: Using email to enhance interventions**

BRIDGET BLAKELY, KELLEEN CORRIGAN AND JAMES CONNELL, Drexel University, United States

Early intervention is essential for individuals diagnosed with autism. Interventions must be implemented with fidelity to be effective. Often, preschool staff are responsible for providing essential interventions, though little-to-no training is offered. This study evaluates the effects of a daily, electronically-delivered performance feedback (PFB) package on procedural fidelity

of paraeducator plan implementation. PFB is providing verbal or written feedback about implementation with graphical display of progress. PFB has been used to increase implementation fidelity of academic and behaviour interventions (e.g., Pellecchia et al., 2011). This study seeks to extend PFB research to include email feedback. Using within-subject methodology advanced through behavioural research, this study included teacher-paraeducator dyads in a multiple baseline design. The teacher provided email-PFB to the paraeducator responsible for delivering evidence-based intervention (EBI) to a preschool student. The teacher observed and evaluated intervention steps completed. An email was composed, including a graph of implementation progress along with other essential, structured language. Data was collected until fidelity reached 100% for five consecutive days. Teachers were trained to collect data prior to the start of the study, and paraeducators were familiar with the implemented plans. Informed consent from each participant and school board approval was obtained prior to onset. Data was de-identified. Results indicate that PFB is as effective in email form as in more personalised approaches. All participants maintained 100% fidelity of implementation of EBI. Therefore, email-PFB should be considered by preschool staff as a means for providing constructive feedback, thus ensuring the best possible intervention for students with autism.

Keywords: autism, performance feedback, fidelity, paraeducators, early intervention

## **SYMPOSIUM SET I / 13**

### **Immigration stories in preschool: Exploring the narratives of a Latina immigrant teacher as a window into the lives of young immigrant children and their families**

SEUNG EUN MCDEVITT, Columbia University, United States

This paper explores the narratives of a Latina immigrant preschool teacher, her own immigration experiences and teaching and caring practice for young immigrant children and their families. As the number of young children of immigrants is increasing rapidly in the US (Woods et al., 2016), scholars argue that a teaching force is needed that is not only racially diverse but linguistically and culturally diverse (Park et al., 2015). Little is known about how diverse teachers work with immigrants in early care and educational practice (Adair, Tobin & Arzubaga, 2012). Drawing on diverse immigration experiences in and out of and beyond schooling, the constructs of funds of knowledge (Moll et al., 1992) and borderlands (Anzaldúa, 1987), are used to frame this study. Using a qualitative, narrative inquiry approach (Clandinin, 2013), data (interviews, informal conversations, and classroom observations) were collected after the participant gave an informed consent and analysed inductively (Merriam, 2009). The methods included reflexive member checks to ensure a more ethical and responsive relationship with the participant (Clandinin, 2013). Findings illustrate the interconnected experiences of young children of immigrants and their families through the narratives of the immigrant teacher. The narratives are (re)composed into three themes: connecting with children, families, and self, to illuminate the details and more nuanced realities of immigrant lives in a wider social context. Implications articulate the importance of supporting immigrant children, families, and teachers and policy changes that reflect the experiences of immigrants both in-and-out of schools and beyond their entry into the US.

Keywords: preschool, immigration stories, immigrant teachers, early childhood teacher education, narrative inquiry

## **SYMPOSIUM SET I / 14**

### **"West meets East?": Re-thinking of a learning environment and culture through investigating a Montessori Kindergarten in Japan**

YUKI TAKAHASHI BRAYBROOK, Devonshire Street Children's Centre Willoughby City Council, Australia

The aim of this research is to analyse how the Montessori curriculum and other Western theories find ways to merge in a Kindergarten in Japan, observing the relationship between cultural beliefs, practice and the learning space. Rinaldi (2006) viewed designing a space as a pedagogical act which transforms one's philosophy and value. Robertson (2011) further claimed the importance of adapting one's own philosophy into your local context. Montessori valued the intention of preparing a learning environment was for children to become independent (Mooney, 2000). Due to the historical views of children, 'amae' parenting is present in many Japanese families (Hellman, 2016), giving the children more space and time to develop their sense of independence and foster active citizenship is critical. Having a constructivist view, this research utilised ethnographic methodologies to analyse the curriculum and identify the role of a pedagogical leader through 1) observations of educators interacting with children and families 2) an interview with the pedagogical leader. Followed by the ethical principles from the Code of Ethics of Australia (Early Childhood Australia, 2016), confidentiality for children, families and educators was highly considered. The school permission and consent forms from all participants were provided. When we begin to highlight the complexities of the learning space, pedagogy and profession away from a notion of the traditional classroom, there will be advanced and innovative practice for children (Saltmarsh, Chapman, Campbell & Drew, 2014). The findings highlight the urgent need for professional engagement and needs for a strong leadership development in Japan.

Keywords: Japan, Montessori, learning environment, culture, leadership

## **SYMPOSIUM SET I / 15**

### **Parent education under cultural diversity**

LEE-FENG HUANG, National Pingtung University, Taiwan

In order to implement basic education, Taiwanese government has set up many kindergartens in aboriginal areas for preschoolers, while kindergarten teachers are mostly non-aboriginal residents. The purpose of this study was to explore how kindergarten teachers from different cultural backgrounds have promoted parent education in aboriginal areas? Nathans & Reville (2013) found, that undergraduate students' responses had limited knowledge about culturally diverse families. Forehand & Kotchick (1996) indicated that the influence of cultural values on parenting was ignored. Cultural diversity is becoming increasingly and the difference creates opportunities to learn each other. This study conducted qualitative survey. Two kindergarten teachers who have worked in aboriginal areas for more than ten years were chosen as research participants. They were interviewed by means of in-depth interviews. The data were compiled and analysed to understand research participants' views on parenting in aboriginal areas and their reflections on interaction with parents. The research participants were notified of the research aims, and promised anonymity. 1. The research participants from mainstreaming culture were biased against aboriginal parents at the beginning. They believed that aboriginal parents pay less attention to children's schooling and disciplines. Their prejudices came often from reading related studies and reports. 2. The research participants did not initially understand the aboriginal cultural values. They passed parents educational ideas which they regarded as "correct". 3. After the research participants gradually understood aboriginal parents' expectation for their children, they developed educational partnerships with aboriginal parents. This study suggests researchers and reporters conduct objective research or reporting from a multicultural perspective.

Keywords: cultural diversity, parent education, cultural prejudices, kindergarten teachers, aboriginal parents

## **SYMPOSIUM SET I / 16**

### **(Re)membering Africa to (Re)member Ourselves: Black identity, culture and critical study abroad in early childhood education**

CYNTHIA DILLARD, University of Georgia, United States

This paper examines the influences of a study abroad programme in Ghana on teacher education students' perspectives and educational practices, highlighting the influence of their engagements with Black histories, cultural knowledge, and identities. Since their inception, study abroad programmes in teacher education have expanded both in popularity and in curricular and geographic opportunities they offer students (Denda, 2013, Institute of International Education, 2013). Such programmes play important roles in helping students become globally competent professionals (Anderson & Lawson, 2011). However, these programmes rarely allow students the opportunity to study in Africa. This study utilises endarkened/Black feminist theory (Collins, 2000; Dillard, 2006, 2012). Drawing on an IRB approved study with pre-service and in-service teachers and educational professionals (counsellors, principals, student affairs persons, etc), this study draws on critical and spiritual paradigms, utilising qualitative methods (observation, interviews) and writing as methodology. Consent forms and information were provided to participants. All participants were adults and given the opportunity to withdraw from the study at any time. Pseudonyms were used for all participants. The major finding is that social identities, regardless of racial and cultural backgrounds, are deeply embedded in (re)membering, which can be articulated as 5 processes: 1. (re)search, 2. (re)vision, 3. (re)cognition, 4.(re)presentation, and 5. (re)clamation. (Re)membering allows students to interrogate the interconnected nature of African and African diasporic culture in ways that transform the foundations of teaching and learning for teachers, particularly the persistent issues of racism, sexism, nationalism and educational access for all children as a human right.

Keywords: teacher education, study abroad, Ghana, spiritual pedagogies, teaching for human rights

## **SYMPOSIUM SET I / 17**

### **Interculturality as everyday practice in democracy in Swedish preschool context**

RAUNI KARLSSON, University of Gothenburg, Sweden

The overall aim is to explore preschool teachers approach to learning situations as practical processes of democracy in multicultural preschool setting in Sweden. Democracy in line with preschool activities can contribute to knowledge and contribute to sustainable development (Siraj-Blatchford, Smith & Pramling Samuelsson, 2010). Findings talk about how multiculturalism could strengthen nationality (Lappalainen, 2006) or support interculturalism (Lahdenperä, 2006). Teachers' approach to cultural differences is an important aspect of the educational work in preschool (Lunneblad, 2006). Biesta (2006) argues that democracy is an active process in which people's actions can come together in unity and disunity. Two central concepts are focal for the analysis, integration processes - to incorporate into existing structures, and intercultural processes and to create interactions between cultures (Lahdenperä, 1997, 2004). Four experienced preschool teachers were interviewed. Material consists of audio recordings of 4 hours, transcribed into text that comprises of 44 A4 pages, 25 579 words. Qualitative content analysis (Silverman, 2001) is used. Teachers received prior information about ethical principles that apply and interview questions in advance. Practical democracy in preschool is about gaining knowledge about diversity and ways of living, though balancing between paying too much or too little attention to ethnicity is difficult. Findings show

that all children's culture is illustrated in everyday practical pedagogical work to avoid making a normative difference between "immigrant children" and "Swedish children". The study showcases examples of everyday pedagogical, preschool didactics and democracy issues.

Keywords: preschool democracy, learning activities, multicultural, intercultural, practical knowledge

#### **SYMPOSIUM SET I / 18**

##### **Early childhood education and enmity against groups**

MAGDALENA BRAUN AND SABINA SCHUTTER, Hochschule Rosenheim University of Applied Sciences, Germany

Our research focuses on how early childcare institutions deal with diversity and racism. The focus regions are Saxony and Thuringia. These states are severely affected by conservative and right-wing groups. We are asking professional care givers of childcare institutions about group focused enmities. Schutter (2016): From perceived to empirical realities: Reflections on an indicator-based data report on the development of children's rights in Germany. In: Mennen, Schrappner: Children's rights as a fixed star of modern pedagogy - Basics, Practice, Perspectives: Weinheim and Basel: Beltz Juventa. Schutter (2016): Children's rights as a product and condition of recent childhood research. In: Lange, Reiter, Schutter, Steiner: Guide for child and youth sociology. Springer. Schutter, Schweda (2016): Women and children first? Stereotypes and exoticism in the media discourse around fled girls and women. In: Betrifft Mädchen, p. 112-118. Concept of group focused enmities of Heitmeyer Bourdieu's theory of habitus Foucault's theory of racism Questioning 10% of child care institutions in Saxony and Thuringia by quantitative and qualitative methods. Questioning professional care givers about the social change, the behaviour and attitude of children and their parents. Proving high quality of anonymity securing the standards of quantitative and qualitative methods. Fitting the topic of group focused enmities to the attitude of professional care givers. We would like to discuss the methods of our questions as well as findings on regional disparities and group focused enmities. The research is founded by a German NGO that focuses on Children's Rights. Therefore we are also researching the impact of children's rights on anti-bias-Education.

Keywords: children's rights, group focused enmities, Children's rights NGO, child care institution management, racism

#### **SYMPOSIUM SET I / 19**

##### **The change in adolescent gender consciousness: A two-year longitudinal study of first year students in preschool teacher training courses**

YOSHIKO SHIRAKAWA (1) AND RIE ITO (2), (1) Kyoritsu Women's University, Japan; (2) College of Nagoya Women's University, Japan

Our two-year study aims to longitudinally examine whether first-year university students change their gender consciousness and behavioural assessment of preschoolers through preschool teacher-training courses. Our previous research found that first-year students were inclined to have unconscious gender bias than fourth-year students, especially in the case of female aggressors in playful behaviour. Teachers can have significant influences on children's gender-stereotyped development (Leaper, 2013). Shirakawa & Ito (2015) examined between first-year and fourth-year students by using cross-section study, and we indicated that preschool teacher training education training experience is very important in teaching students how to interact with children without gender bias. We conducted a questionnaire survey on gender consciousness and behavioural assessment of preschoolers playing in six scenes. 56 first-year female students in teacher-training courses completed the questionnaire on gender consciousness across two years. The University Ethics using Committee approved the project design. The permission was obtained from participants. We found in this study as follows: First, second-year students tend to accept children's playful behaviour, particularly girls' sexual one, more than first-year students. Second, more students regard children's aggressive behaviour as bad in their first year, especially when a girl is left out of a girl's clique. We indicated that through childcare training in the first and second year of childcare training course, students tend to accept and understand children's playful and aggressive behaviours. This change is frequently observed especially in the evaluation on such behaviours of female children. We'd like to clarify the difference between female and male students in preschool education curriculum.

Keywords: gender, childcare training, behavioural assessment, playful behaviour, aggressive behaviour

#### **SYMPOSIUM SET I / 20**

##### **The link between teachers' beliefs regarding oral language and emerging literacy support on teaching practices in kindergarten**

CAROLINE BOUCHARD (1), STÉPHANIE DUVAL (1), LISANDRE BERGERON-MORIN (1), CATHERINE JULIEN (1) AND ANNIE CHARRON (2), (1)Laval University, Canada; (2) UQAM, Canada

The aim is to study the link between teachers' beliefs about supporting oral language and emerging literacy in children and their teaching practices. Oral language and emerging literacy abilities in kindergarten can predict academic performance in grade three (Duncan et al., 2007). As such, it is imperative to support the development of these abilities. Teachers play an essential role. Their teaching practices are also influenced by their beliefs in the subject matter. Thus, we are interested in

exploring the link between these two variables. Few studies have examined this relationship, especially in Quebec (Canada) where kindergarten is the beginning of the academic journey for most children. This research is based on an interactionist approach (Bruner, 1975, Girolametto et Weitzman, 2002). The sample is made up of 17 teachers (n = 10 schools) in the Quebec region (Quebec, Canada). The beliefs regarding supporting language development (oral and written) were measured using the preschool Teacher Literacy Beliefs Questionnaire (Hindman et Wasik, 2008). Then, the teaching practices were evaluated by an observational checklist developed specifically for this study, based on the Conversation Responsiveness Assessment and Fidelity Tool (CRAFT) by Friel, Higgins et Justice (2008). The teachers were informed about the project and signed a consent form. In reference to beliefs, the results indicate higher scores (M = 4.51 on 5 point scale) for book reading and lower scores (M=3.79/5) for decoding-related knowledge. These results will be analysed in relation to teaching methods. These results will be discussed within the context of academic success.

Keywords: kindergarten, teachers' beliefs, teaching practices, oral language, emergent literacy

## **SYMPOSIUM SET I / 21**

### **Relations between childcare and language development among four-year-old neglected children: A cross-sectional study**

CATHERINE JULIEN, CAROLINE BOUCHARD AND AUDETTE SYLVESTRE, Laval University, Canada

This study aims to describe the ECE experience of 4-year old French-speaking neglected children (type, quantity and quality of care) and to examine the components of ECE associated with better oral morphosyntactic outcomes (ability to orally construct coherent and complete sentences). High-quality ECE, specifically related to the quality of interactions, is considered as a strong predictor of language development among vulnerable children including neglected children. However, few researchers have studied the associations between ECE and language development, and those who have, did not consider all components of the ECE experience. As ECE experience is dictated/initiated by the family, the Developmental Systems Approach for high-risk children (Guralnick, 2013) constitutes the theoretical framework of this study. Morphosyntactic development was evaluated by a language sample collected during play and analysed with SALT software. ECE experience components were measured by questionnaires completed with the parent and the caregiver. The Classroom Assessment Scoring System Pre-K (Pianta, La Paro, & Hamre, 2008) was used to assess the quality of the childcare's interactions. High-security measures, such as numerical codes on all files and encrypted video material, were implemented to preserve anonymity of all the participants. The results of this study accentuate the necessity of high-quality interactions to support language development among neglected children. In a context of neglect, ECE can serve as an important protective factor for language development. On the other hand, the ECE sector has to be ready to support the developmental needs of neglected children, especially their language as this area is highly compromised.

Keywords: ECE, language development, neglected children, morphosyntactic development, quality of interactions

## **SYMPOSIUM SET I / 22**

### **Pedagogical practices and teachers beliefs about literacy: Enabling incorporation and developing awareness of literacy in early childhood**

LAVINIA TAMARUA, Higher Colleges of Technologies, United Arab Emirates

Teaching and learning processes of literacy across multiple sites of learning can be theoretically and educationally problematic for children especially where pedagogical and cultural practices differ. Findings from a larger earlier study that focused on Māori children (indigenous to NZ) revealed the ways that literacy activities were constructed in home environments were inherent in parents' ideas about teaching and learning reflecting their diverse pedagogical practices (Tamarua, 2006). In the classroom settings the teacher's ideas and beliefs impacted on opportunities by which children's literacy expertise were incorporated into classroom activities while at the same time were also discouraged or dis-missed. Teacher's ideas were reflected on their awareness of the diversity of children's literacy expertise and their own pedagogical knowledge. Descriptions of teaching and learning processes were explained utilising a co-constructivist theoretical framework. The significance of the reported differences of incorporation and awareness from this study provide major implications of pedagogical practices for teachers in alternative educational sites and contexts of learning. A qualitative case study research design was employed. Teacher interviews, observations, questionnaires and document analysis were conducted. Ethical approval was granted by the Education Division at Higher Colleges of Technology, Dubai Women's College, UAE (Fall 2016-Spring 2017). Consent and participation letters were sent to teachers informing them of the study. This presentation will discuss the degree by which teachers can make connections to children's literacy by enabling incorporation and developing awareness. This study has implications for teacher training and practice, parent involvement, including research, policy and practice.

Keywords: literacy, pedagogy, teachers' beliefs, enabling incorporation, developing awareness

## **SYMPOSIUM SET I / 23**

### **Parent-teacher cooperation and children's language competencies**

ANNA MARINA POMYKAJ, University of Münster, Germany

We investigate if language-oriented parent-teacher cooperation in preschools affects children's language proficiency at school entry. Research on the effects of parent-teacher cooperation on children's competencies is scarce and inconclusive. Karoly et al. (2005) find early interventions including parents especially effective. Burger (2010) does not confirm this. Camilli et al. (2010) discuss negative impacts. From a socio-ecological perspective linkages and processes taking place between two learning environments are relevant for children's development (Bronfenbrenner 1990). We use data from a local survey of preschools (n=84), which generates information about their linguistic education. Data on children's language competencies and background characteristics (n=7,604) are taken from the same municipality's school entry examination. Following an empirical-analytical paradigm and using quantitative methodology, we apply multilevel modelling to examine if language-related elements of the educational partnership between teachers and parents affect children's language competences while controlling for an extensive set of covariates. All data are anonymised. Results are reported on aggregated level. Inferences about individual children or preschools are not possible. About one third of the settings use activities that include parents to promote children's language competencies. Our analyses show that the implementation of a language-oriented parent-teacher cooperation negatively effects children's language skills by about 10% of a standard deviation. A possible interpretation of our results is that parent-teacher cooperations are implemented at the expense of the professional's time devoted to the children. The provision of additional resources might be necessary to allow teachers to collaborate with parents in an appreciative and effective way.

Keywords: parent-teacher cooperation, learning environments, language competences, ECE, multilevel modelling

## **SYMPOSIUM SET I / 24**

### **Fostering language acquisition in kindergarten: Dialect use and inclusion of second language learners**

JOHANNA QUIRING (1), ALEXANDRA WAIBEL (1), FRANZISKA VOGT (1), CORDULA LÖFFLER (2), ANDREA HAID (3), PETRA HECHT (4), MIRJA BOHNERT-KRAUS (3), OSCAR ECKHARDT (5), EVA FRICK (4), ANDREA WILLI (3), ALEXANDRA ZAUGG (5), MARTINA ZUMTOBEL (4) AND LAURA VON ALBEDYHLL (2), (1) University of Teacher Education St.Gallen, Switzerland; (2) University of Education Weingarten, Germany; (3) Schweizer Hochschule für Logopädie Rorschach, Switzerland; (4) University of Education Vorarlberg, Austria; (5) Alta scuola pedagogica dei Grigioni, Switzerland

The longitudinal research investigates effects of fostering language development through everyday interactions in kindergarten and determines the influence of the language variety spoken by kindergarten teachers (dialect versus standard) on emergent literacy skills of children in kindergarten and first grade. Kindergarten teachers benefitted from professional training for language fostering in everyday interactions (Löffler & Vogt, 2015). However, they expressed uncertainty in their own use of dialect and standard German in kindergarten, particularly with second language learners. Evaluation studies emphasise the relevance of fostering language in an inclusive setting through everyday interactions (Egert & Hopf, 2016). This includes strategies such as sustained shared thinking, rich vocabulary, questions, modelling and modelling input etc. The adaptive use of such strategies requires professional competencies and training (Fried, 2008). The research design is a quasi-experimental intervention study (pre-test, two post-tests) with 120 participating classes in Austria, Germany and Switzerland with professional training as intervention. Data collection involves videography, teacher questionnaires and tests for children on emergent literacy (BISC, Jansen, 2002), oral language, letter recognition. Participating teachers and parents of children were informed about the research and asked for consent for filming. The control group will receive training after data collection. Results of children's language development, the comparison of intervention and control group and a comparison of Swiss/Austrian data will be presented. The results will provide evidence on the effectiveness of language fostering in everyday interactions and the kindergarten teachers' use of standard German and dialect as a foundation for policy and professional development.

Keywords: early childhood, language fostering, second language learners, emergent literacy, regional dialects

## **SYMPOSIUM SET I / 25**

### **Early literacy and language activities in in German ECEC**

CLAUDIA WIRTS AND FRANZISKA EGERT, State Institute of Early Childhood Research, Germany

The project "BiSS" is initiated by the federal government and states in Germany to improve ECEC quality in Germany. One research aim of the presented BiSS-E-studies is how and how often embedded activities to foster language acquisition are applied in daily ECEC routines. Significant relations between frequency of verbal interaction between educator and children in ECEC settings on children's language competences were found (e.g. Melhuish et al., 1990). However there is a lack of studies on how frequent these activities take place in daily routines. According to usage-based theories of language acquisition (Tomasello, 2005), interactions with adults and peers are fundamental for language learning of children. Some activities in ECEC settings provide more interactive language support than others (e.g. book reading, dialogues). Quantity and quality of the activities were collected by a tablet-based questionnaire. Teachers filled out the online survey at least 3 times per week on a period of four weeks (N=1160 days of 84 teachers). Voluntary attendance and an anonymised questionnaire



were applied. Results show that activities to foster early language and literacy occur rarely. Book reading activities and longer dialogues are applied approximately once a morning. Activities to foster phonological awareness and letter experiences occurred less often. Further, the quantity of activities correlated with features of daily structure. The findings suggest that teacher trainings should focus more on the implementation of language and literacy activities in daily routines. Further, an implication for policy is to rethink teacher-child-ratio and release time for teachers to prepare educational activities.

Keywords: ECEC, language education, early literacy, dialogic reading, phonological awareness

#### **SYMPOSIUM SET I / 26**

##### **"They learn best through stories" of informal conversational style who motivate young children's interest in written text** THORDIS THORDARDOTTIR, Iceland University, Iceland

This presentation is a contribution to a debate of informal methods who encourage children's interests in written text and is both innovative and creative. It is of special interest now because of neo-liberal influences on educational discourses, putting a pressure on preschools to incorporate balanced scorecards i.e. on children skills instead of social learning. This study is an addition of Cultural literacy research in two Reykjavik's preschools, which was conducted in relations to Bourdieu's (1977), theory of practice and Skaggs's (1997) concept of respectability (Thordardottir, 2012a, 2012b, 2013). This part relies on theories on teachers' literacy intervention as cultural learning (Larson and Marsh, 2015). Twelve conversation hours were videotaped in two Reykjavik preschools and six teachers interviewed. Videotapes and interviews were cross-read and qualitative analysed. The focus of the study was originally upon children's knowledge of literature and popular culture, not the teachers' methods. This is of consideration because this part is made afterwards the main research and teachers' consent gained later on. Findings indicated that the teachers used dialogic-teaching during conversation time. The children made their own meanings out of the stories, constructed new knowledge and developed extended understanding of words and concepts. Young children's ability to express themselves verbally is of a great importance in young children's education and their interests in literacy as well. Therefore it is important for preschool teachers to master methods that can motivate children's interest in written text and help them to construct knowledge, simultaneously it's useful as serious debate of standardised-tests.

Keywords: dialogic teaching technic, discussions-hour, questions technique, early childhood education, social construction theories

#### **SYMPOSIUM SET I / 27**

##### **Play for learning literacy**

MINNA-PIA SOPANEN, University of Eastern Finland, Finland

How to strengthen preschool children's acquirements in learning process to read and write through pedagogical play? Can pedagogical play solve the problems related to the lack of meaningfulness of learning to read and write? In which way can teacher in his or her teaching use methods, which combine both playing and learning motives? Play makes it possible for children to create learning motives and meaningfulness (Hakkarainen 2013, Helenius & Korhonen 2008). NurmiLaakso (2006) presents the meaning of consciousness in learning literacy. There are many other researchers related to play and literacy (Hännikäinen, Kalliala, Torneus, Karvonen). In this study, the concept of learning is established on Vygotsky's socio-constructivist theory and Piaget's theory for clarifying children's development. Theories on reading, writing and play are included. Play has a power to get children for the zones of proximal development (Hakkarainen, Vygotsky, Elkonin, Bredikyte etc.) The study is a design-research. I also base on the pedagogical systems theory by Härkönen (2013). This is a qualitative and design-based case study. One preschool group with 13 children and selected purposefully. There were about 50 different play- and teaching sessions over the year. The data consists of interviews of the kindergarten teacher and children. Video data is 42 hours. Ethical principles: equality, gender, racial and in other considerations for instance due to children are noted. This on-going doctoral study shows that play makes learning literacy meaningful for children. These new views as methods of teaching to read and write are important for children and common policy.

Keywords: literacy in preschool, play, pedagogical systems theory, socio-constructivist theory, design research

#### **SYMPOSIUM SET I / 28**

##### **Perceptual-motor factors predicting handwriting performance of first graders**

SHIH-HAN HUANG, YING-LU HSIAO, WEN-HUI TSAI AND YEA-SHWU HWANG, National Cheng Kung University, Taiwan

The purpose of this study was to identify early perceptual-motor factors in kindergarten to predict the handwriting performance of children at the first grade. Proficient handwriting skills depend on mature perceptual-motor functions. Previous research has indicated that visual motor integration (VMI) and fine motor in kindergarten can predict child handwriting performance. However, little is known about the association between visual perception in kindergarten and child handwriting performance. In the frame of reference for visual perception (Schneck, Kramer, & Hinojosa, 2010), mature visual perception and visual-motor integration (VMI) are prerequisites for proficient handwriting. For example, children with poor perception of spatial relations may write words in inconsistent size and be unable to adapt letter size. Children with poor VMI

may have problems in legibility of words. A total of 106 kindergarten children received the assessments of Visual Perceptual Skills, manual dexterity, and VMI. Their teachers were asked to fill out an attention questionnaire and the Chinese Handwriting Evaluation Form (CHEF) preschool version. At grade one, their handwriting performance was measured using the Battery of the Chinese of Pupils and the CHEF-school version completed by class teachers. The experiment was approved by the National Cheng Kung University Hospital Institutional Review Board. Our results showed that handwriting readiness, manual dexterity, VMI, and form constancy in kindergarten were significant predictors for handwriting performance of first-grade children. Early screening and intervention for the performance of handwriting readiness, manual dexterity, VMI, and form constancy are suggested for kindergarten children to prevent later handwriting problems.

Keywords: handwriting, kindergarten, predictor, perceptual motor skills, handwriting readiness

#### **SYMPOSIUM SET I / 29**

##### **I like B - Literacy activities in preschool**

KERSTIN BOTÖ, ANNIKA LANTZ-ANDERSSON AND CECILIA WALLERSTEDT, University of Gothenburg, Sweden

The aim of the study is to explore how three-to-five-year-old preschool children and their teacher interact in reading and writing activities on the basis of having watched an educational television programme focusing on children's literacy learning in a playful way. Previous research on children's linguistic activities related to such programmes (e.g. Sesame Street) suggest that it supports their literacy development. Underpinned by sociocultural perspectives where interaction is considered central for children's learning, concepts such as guided participation, intersubjectivity and structuring resources have guided the analysis. The data consists of video documentation of two circle time activities in one preschool, which have been analysed by scrutinising how the children and the teachers interacted and if intersubjectivity temporarily were created. The parents were informed of the study design and conditions. The researcher met the children in beforehand to inform about the purpose and that all participation was voluntary. The researcher was attentive during the observations to any desire of the children not to participate. The findings show that the first activity developed into a playful group activity, where the teacher guided the children's interaction and sufficient intersubjectivity was established. The second evolved into an individual problem-solving situation, where the interplay was constrained by insufficient intersubjectivity in the communication. The conclusion is that it is important to consider the group-based collaborative characteristics of the preschool discourse when designing and implementing school inspired reading and writing activities, and to enable that the teachers' role in framing the activity as playful showed to be decisive.

Keywords: literacy activities in preschool, educational television programme, guided participation, intersubjectivity, structuring resources

#### **SYMPOSIUM SET I / 30**

##### **Highlighting book-talks about shadows - If and how children in preschool discern a physical phenomenon in conversations about content in children's books**

ANNA BACKMAN, University of Gothenburg, Sweden

This study focuses, if and how children in preschool discern a physical phenomenon in conversations about content in children's books. The aim is to show qualitatively different perceptions of 'shadow' expressed by children in book-talks. Children's books are known to stimulate learning, but there are differences in what knowledge various kinds of literature provide (Nikolajeva, 2014). Available literature for young children are regularly picture books, with a lot of fiction and artistic expressions (SBI, 2014). Variation theory (Marton, 2015) conceptualises learning as discernment of necessary aspects of a learning object (shadows in this study). What is made possible to discern constitutes what children learn from a particular situation. One teacher and 3-5 children aged 4-5 years, participate in four book-talks. All book-talks were video-recorded. Phenomenography was used as an analysing method to display different perceptions of shadow in the book-talks. Variation theory is the guiding principle for analysing learning opportunities. The children and their parents were verbally and in writing informed about the study and asked for their voluntary participation. The children express perceptions of shadow as: a light phenomenon, an image, an object and a fictitious phenomenon. The children are expressing a search for knowledge, they focus on explanations of shadow. The children's books both creates opportunities and limitations for talking about shadow as a light phenomenon. Teachers need knowledge about how to talk to children about science based on the available literature. Preschools need new books that provide explanations of what children are searching knowledge about.

Keywords: book-talks, science, perceptions, preschool, variation theory

#### **SYMPOSIUM SET I / 31**

##### **Children retelling and reshaping oral stories**

AGNETA PIHL, NIKLAS PRAMLING AND LOUISE PETERSON, University of Gothenburg, Sweden

The aim of this study is to find out what children pick up from the story told by the teacher and how they transform the story when they retell it. Oral storytelling is a fundamental tool for communication and sense making (Säljö, 2005). Telling stories can be learnt in early years and is under constant development (Pramling & Ødegaard, 2011). The study is based on a

sociocultural perspective on remembering and learning. The presentation builds on an ongoing study on how preschool children orally retell stories they have been told by their teacher. The setting is a Swedish preschool, where children aged 4-5 years participate in storytelling activities. The storytelling activities have been video recorded, transcribed and analysed in lines with the principles of Interaction Analysis. The present research follows to the ethical guidelines of the Swedish Research Council. The preliminary results show that the children remember details, introduce new elements and transform the story. When retelling the story the children remember a) the storying activity, that is, the manner in which the story was told and b) the story as such, through its main events as well as some of its details. On a more overarching level, the study shows how children's retelling and remembering are clearly related to the sense they make of the story and the activity they engage in. This implies that when teachers support the processes of storytelling and remembering, they also support children's sense making.

Keywords: storytelling, remembering, sense making, children, interaction analysis

#### **SYMPOSIUM SET I / 32**

##### **The effect of an intervention assisting mothers with picture book search**

TAKASHI HATTORI (1), NAOMI WATANABE (1), SANAE FUJITA (1), YUKO OKUMURA (1), TESSEI KOBAYASHI (1), YUKA OHTAKE (2), AKIHIKO GOBARA (2), KYOSHIRO SASAKI (2), FUMIYA YONEMITSU (2), KYOKO NAK(2) AND YUKI YAMADA (2), (1) NTT Communication Science Laboratories, Japan; (2) Kyushu University, Japan

This study aims to examine the effectiveness of a picture book search intervention on mothers with children. As reading picture books to children promotes their vocabulary acquisition (Whitehurst et al., 1988) and mental state understanding such as theory of mind (Sato et al., 2016), parents highly value book reading practice. Considering that many parents struggle with finding appropriate books for their child (Sasaki, 1980), we hypothesised that a picture book search intervention would improve the quality of picture book selection and promote mother-child picture book reading. Sixteen Japanese mothers with children from 5 to 23 months of age (10 boys, 6 girls) participated in a workshop at a library and instructed to use the innovative picture book search system Pitarié, which helps mothers find picture books suitable for child's interests and age. Before and after the workshop, mothers completed questionnaires regarding their book search experience and book reading practice. All participants voluntarily participated in the study and signed consent forms. The results showed that (1) mothers found Pitarié very useful and helpful and rated the books recommended by Pitarié developmentally appropriate and matching child's interests, (2) the number of picture books they read to their child increased after the workshop, and (3) mothers reported their own interests in picture books also increased. These findings suggest that the picture book search using Pitarié could promote mother-child picture book reading, which may lead to positive development in early childhood.

Keywords: picture book, search system, intervention, child education, parenting support

#### **SYMPOSIUM SET I / 33**

##### **Selecting appropriate picture books for children: Implementation of "Pitarié", a search system for picture books at a preschool teacher preparation programme**

ATSUKO SAITO (1), TAKASHI HATTORI (2), SANAE FUJITA (2), NAOMI WATANABE (2), YUKA FUJIMOTO (1), TESSEI KOBAYASHI (2) AND YUKO OKUMURA (1), (1) Musashino University, Japan; (2) NTT Communication Science Laboratories, Japan

The present study aims to investigate whether Pitarié, a system to search picture books that match child's age and interests (Hattori et al., 2017), is an effective tool for undergraduate students in a preschool teacher preparation programme. Although previous research has shown that Pitarié is effective for parents with infants and toddlers (Ohtake et al., 2017), it remains unclear whether the same applies to preschool teachers who read picture books to a group of children. Given that children learn a lot through every activity at preschool (Samuelsson & Carlsson, 2008), it is important to choose picture books that match their age and interests to optimise their learning. First, we interviewed three preschool teachers regarding how they select picture books. Next, we held a workshop for 17 undergraduate students in a preschool teacher preparation programme. Using Pitarié, the students made a list of picture books as a group work. They completed questionnaires before and after the workshop. All participants voluntarily participated in the study and signed consent forms. The results from interviews and questionnaires revealed that both the preschool teachers and the students selected picture books for children with similar pedagogical viewpoints, and experienced difficulties in selecting appropriate picture books. As for the workshop, Pitarié enhanced students' interests and knowledge for picture books and assisted them in selecting picture books that match child's age and interests, as well as teaching objectives. These findings suggest that a picture-book search system like Pitarié could improve the quality of picture-book selection by preschool teachers.

Keywords: picture book, search system, care and education, preschool, teacher

#### **SYMPOSIUM SET I / 34**

##### **Investigation of the relationship between words in picture books and child vocabulary acquisition: Recommending picture books with suitable readability**

SANAE FUJITA, NTT TAKASHI HATTORI, YUKO OKUMURA AND TESSEI KOBAYASHI, NTT Communication Science Laboratories, Japan

This study aims to examine the effect of words that appear in picture books on child vocabulary acquisition. Previous studies have shown that picture-book reading promotes child vocabulary acquisition (e.g., Fletcher & Reese, 2005). However, the effect has not been fully examined due to lack of picture-book corpora. We assume that easy words need less input (frequency in picture books) than difficult words for acquisition. We investigated the relationship between words in a large corpus of Japanese picture books (N=2,661) and the age of acquisition (AoA) estimated from vocabulary checklists filled out by parents of Japanese-speaking children (N=1,285). We used the AoA data under the condition of anonymity. We found that (1) the AoA and frequency showed a strong negative correlation in the case of basic-level nouns such as animal names (Spearman's rank correlation:  $\rho=-0.77$ ), (2) verbs and adjectives showed moderate level correlation ( $\rho=-0.61$  and  $\rho=-0.46$ ), and (3) verbs and adjectives required higher frequency for acquisition compared with basic-level nouns. For example, the basic-level noun "whale" (AoA=991 days) appeared 431 times in only 81 books, while the verb "search" (AoA=990 days) appeared 1,746 times in 711 books. These results suggest that children need more frequent input to learn verbs and adjectives than basic-level nouns. Based on these findings, we proposed a method to estimate readability for picture books using AoA, word frequency and so on. This estimation model was integrated into the picture book recommendation system "Pitarie" (Hattori+, 2016).

Keywords: word frequency, readability, age of acquisition, child education, recommendation

## SYMPOSIUM SET I / 35

### How young children conceptualised children in their interpretation of child protagonists in picture story books

MIN-LING TSAI, National Taipei University of Education, Taiwan

This two-year study aimed to explore how young children conceptualised children from their interpretation of the protagonists in Taiwanese picture story books. The concepts of "childhood" and "children" are socially constructed (Heywood, 2001). Euro-American values have strongly impacted on our understanding of the nature of children (Lancy, 2008). If children's literature is expected to initiate changes in the world (ChLA, 2011), it is time to give the right back to children to define child protagonists in literary works. At first, 268 picture books by Taiwanese artists were analysed and the most frequently portrayed type of protagonists were recognised. In the second year, two classes of five-year-old children and their teachers were invite to read the chosen picture books and responded to the questions prepared by the researcher. The audiotaped reading process was transcribed verbatim, segmented by topic, coded and grouped inductively to respond to the research questions. The parents were informed of the research process and their right to have their children participate in the study or not. Most of the children regarded protagonists as children based on the visual traits. When children decided a protagonist as child by his/her competence, the opinion usually stirred a strong backlash. In contrast, when limitation was used as a defining characteristic, lots of echoes piled on. Different from Nodelman's (1988) observation, animal-like attributes were never mentioned as one of the defining quality of children. The voices of young children on literary works "for them" reveal how "children" has been conceptualised in Taiwan.

Keywords: children's right, literary responses, children's concepts of children, child protagonist, the social construction of children

## SYMPOSIUM SET I / 36

### Windows and mirrors: Finding diverse children and their families in children's literature

PATRICIA DEAN, EMILY LOUX, ALLISON STALLINGS, AMY PIERSON AND AMBER MEYER, Salisbury University, United States

The purpose of this study is to explore/describe how text collection of six classroom libraries influence opportunities of students to "see themselves" in texts. We're examining how libraries support children and families through picture books. Main research question: From perception of "Mirror Theory," how does literature present in six classrooms in schools across the state represent diverse family structures? Style (1996) argues that children need to learn about "others" by looking through windows into books, must see themselves (mirrors) in books offered. This study is grounded in sociocultural theoretical framework. This qualitative, multisite case study provides a detailed description of six classroom libraries (Geertz, 1973, Stake, 2004, Merriam, 1998). Although case studies cannot be generalised, they suggest hypotheses and provide questions for further study. Data sources (classroom library content, text artefact analysis, field notes) were analysed using Glaser/Strauss's (1967) approach to grounded theory development called "constant comparison." No teachers/students were interviewed, no names of people, schools or counties stated. Salisbury University's Research Board (IRB), Appendix B, #4, Exempt. "Research involving the collection or study of existing data, documents, records... if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects." Findings demonstrated that children's literature available in classrooms doesn't affirm children's lived experiences within a variety family structures. Raising consciousness about the importance of updating children's classroom libraries is imperative for children to "see themselves" and their dynamic family structures.

Keywords: families, children's literature, diversity, classroom libraries,

## SYMPOSIUM SET I / 37

### **Children making meaning: Literacy on the edge**

LONE HATTINGH, Bath Spa University, United Kingdom

This presentation builds upon my PhD thesis, a case study which explored the literacy practices of twelve three to eight-year-old children at home and in their school's nursery and early childhood classrooms. The children's literacy was made visible through their multimodal artefacts and symbolic representations such as drawings, writing and constructions (Kress, 1996). The study was framed by socio-cultural theory (Hedegaard, 2012), where the individual child's actions were located within a cultural and social context. Children made meaning in complex ways when engaged in spontaneous activities on the edges of official literacy practices (Dyson, 2013). An interpretivist approach was used, where children's representations might be seen as reflective of their thinking. Data were made up of visual images of the children's representations, supported by field notes, observations and conversational interviews with children and their parents. The study reflected an ethical pedagogy where the concern was with the children's voices, and aimed to foreground the children's perspectives in their meaning-making practices. Findings showed that the children represented their thinking spontaneously in rich and diverse ways in spaces that were outside the directed literacy activities of their classrooms. These spaces reflected children's cultures, which in turn resonated with their everyday lived experiences. This study calls for the recognition of the diverse ways in which children make meaning in early childhood settings, in relation to the materials and resources available, and to the social context and experiences within which they are situated.

Keywords: literacy, edge, space, meaning, artefacts

## SYMPOSIUM SET I / 38

### **The effects of mathematical word problem solving activities with concrete materials and problem situations on young children's computation abilities and mathematical attitudes**

JEONGHWA LEE (1), KYEONGMIN LEE (2) AND YOUNWOO LEE (1), (1) Pukyong National University, South Korea; (2) Dong-Eui University, South Korea

The aim of this study is to investigate the effects of mathematical word problem solving activities with concrete materials and problem situations on young children's computation abilities and mathematical attitudes. There are researches documenting that children can solve a wide range of problems involving multiplication and division as well as addition and subtraction situations, earlier than generally have been presumed (Carpenter, et al. 2015). Nuri-curriculum, the National curriculum for 3- to 5-year-old in South Korea, documents 'computation experience of addition and subtraction' as an important mathematical curriculum content which was not included in the National curriculum in past. The subjects were 34 five-year-old South Korean children from two kindergartens located in the same area in Busan. 18 children among the subjects were randomly assigned to the experimental group and took part in 15 sessions of the mathematical word problem solving activities with concrete materials and problem situations. The other 18 children (2 were dropped in final) were assigned to the comparison group and did not participate in the activities. Before and after the 15 sessions of the activities, all the subjects took a computation ability test and a mathematical attitude test individually. We obtained informed consent and approvals from the schools' principals and the children's parents. The children participated in the experimental group achieved significantly higher scores in the both tests than their counterparts. This study implicates that mathematical word problem solving activities with concrete materials and problem situations both improve young children's computational abilities and can develop positive mathematical attitudes.

Keywords: mathematical word problem solving, concrete materials and situations, computation ability, mathematical attitude, young children

## SYMPOSIUM SET I / 39

### **Conversations on Facebook: Blurring the lines on children's rights?**

SIVANES PHILLIPSON AND SHARRYN CLARKE, Monash University, Australia

To discover if children's rights are honoured or compromised when educators comment or upload photographs about them on Facebook. Vanwysberghe and Verdegem (2013) explain that the human condition has been changed by social media and that privacy may be compromised in relation to re-posting and sharing images. De-Miguel-Molinaa, Oltra-Gutierrez and Sarabdeenb (2010) found that it is difficult to control how content is used on social media and therefore a child's right to privacy may be compromised. The existential philosophy of Martin Heidegger was used to explore the subjective perceptions of the educator and the authority to reveal these thoughts according to their self-awareness, referred to as intentionality. An interpretivist paradigm was taken using a phenomenology methodology. Three early childhood teachers discussed using an online forum how children's rights may be compromised when educators post comments or photographs about them using social media. Ethical approval was approved by the Monash University Human Research Ethics Committee. Participants used code-names as they engaged on line to protect their identity as they may have known each other outside of the virtual world. Educators are not always aware of the impact they may have in compromising children's rights to privacy when they comment or upload photographs of them on social media. Children's online profiles are being developed for them, rather than with

them and their right to privacy is jeopardised. This study argues for further policy development in relation to the protection of children's rights to privacy when educators use online forums and social media.

Keywords: Facebook, early childhood, children's rights, social justice, professionalism

#### **SYMPOSIUM SET I / 40**

##### **Relationship between development of fine motor and visual perception skills for preschool-age children who are using the touch screen tablet**

YU FEN CHEN, National Cheng Kung University, Taiwan

This study aimed to explore the relationship between development of fine motor and visual perception among preschool-age children. In recent years, the number of children who use touch-screen tablets expands annually. However, using a touch-screen tablet might positively or negatively affect children's health and development. According to visual perception framework, children who using touch-screen tablets might be related to development of fine motor and visual perception. One hundred and four typically developing children between 48 and 72 months old were assigned to the tablet-using and non-tablet-using groups based on their use of a touch-screen tablet. All children were measured by the Bruininks-Oseretsky Test of Motor Proficiency-Second Edition (BOT-2) and the Test of Visual Perceptual Skills-Third Edition (TVPS-3). All children were assessed from professionals. After their parents had to sign the consent form, all child started the test. They were assessed from professionals. These data indicate different patterns in relationships between the development of fine motor and visual perception across the tablet-using and non-tablet-using groups. Preschool-age children who using touch screen tablet personal computers frequently may develop different trajectory for the development of fine motor and visual perception. It is worth further studying the neural mechanism of each visual perceptual subtests and fine motor subtests among preschool-age children.

Keywords: fine motor, visual perception, touch-screen tablet, preschool-age, children

#### **SYMPOSIUM SET I / 41**

##### **Information and communication technologies use of Turkish preschool teachers**

AHMET SAMI KONCA(1), (1) AND FEYZA TANTEKIN-ERDEN (2), Ahi Evran University, Turkey; (2) Middle East Technical University, Turkey

This research is concerned with availability and use of information and communication technologies in early childhood education settings. Technology is an effective tool when used actively, appropriately, and educationally sound. However, different characteristics of teachers can affect correct use of technology. Background variables (Bolstad, 2004), teacher self-efficacy, and ICT related characteristics are influencing factors of teachers' ICT use. Developmentally-appropriate-technology use occurs when teachers integrate their knowledge and pedagogy in order to create technology-rich instruction and resources. This quantitative study is designed as a baseline descriptive survey followed with both casual-comparative to determine characteristics of the sample and correlation to investigate factors affecting teachers' ICT use. Sample was consisted of 167 preschool teachers. To collect data, a questionnaire and "Attitude Scale for Technological Tools and Materials Use in preschool Education" (Kol, 2012) were used. Voluntariness of teachers and confidentiality of the data were ensured. A variety of ICT were available in the classrooms, and preschool teachers had higher level of attitudes towards using ICT. However, teachers used mainly televisions and computers in their activities to support content of their activities. Besides, they preferred to inactivity of children when using technology by solely getting children to watch films or getting them to listen music in the activities. Preservice-inservice training and presenting examples of good practices can be useful to motivate them for developmentally appropriate practices of ICT use. Future research is need for deeper information about the barriers of teachers' successful use of ICT. Issues of access and equity must be handled. This work was supported by the Ahi Evran University Scientific Research Projects Coordination Unit. Project Number: EGT.A3.17.013

Keywords: technology, ECE, ICT, preschool teachers, technology integration

#### **SYMPOSIUM SET I / 42**

##### **Digital home learning activities across the Early Years and their association with children's outcomes**

MARIA HATZIGIANNI (1) AND ATHANASIOS GREGORIADIS (2), (1) Macquarie University, Australia; (2) Aristotle University of Thessaloniki, Greece

The aim of this study is to examine the profile of the digital home learning activities (HLA) in families with young children and how these activities might influence children's outcomes. Despite the importance of home learning environment for child development (e.g. Sammons, Toth, Sylva, Melhuish, Siraj, & Taggart, 2015) little is known about the influence of the new, digital home environment in children's academic and socio-emotional outcomes. Adopting an ecological perspective this study will examine both traditional (e.g. reading books) and digital (e.g. video games) home learning activities (Dearing & Tang, 2010). The study will use secondary data from "The Longitudinal Study of Australian Children (LSAC)". Regression analysis and latent growth analysis will be implemented to examine the profile and socio-demographic characteristics of the digital HLA at the age of 4 to 5 and explore the possible influence of the digital HLA in children's outcomes at the age of 8 to

9. The Australian Institute of Family Studies has approved the content and methodology of the LSAC study. Children, families and teachers are not identifiable in the data and only authorised persons have access to the information. Findings will provide evidence of the possible influence the digital HLA have on children's outcomes (intelligence, emotional problems, academic performance). Socio-demographic characteristics and relation to the profile of the digital home will also be discussed. Findings will enhance our understanding about the significance of digital home learning environments and inform community and family intervention programmes, especially for less privileged and poor families.

Keywords: home learning environment, digital home environment, early childhood, LSAC, children's educational outcomes

#### **SYMPOSIUM SET I / 43**

##### **Alternative perspectives on learning - entanglements of children, teachers and digital technology**

ANNIQA LAGERGREN AND KRISTINA HOLMBERG, Halmstad University, Sweden

This paper is based on preliminary results of an on-going study. The aim is to investigate entanglements of children, teachers and digital technology, where humans as well as materiality are considered as actors. Learning is a main concept in the research field of didactics and preschool practice. Research is also highly dominated by a deterministic and dialectic approach. Instead, this study investigates the becoming of an entangled child, where the child continuously is in intra-actions with other humans and digital technology. In this setting Barads (2007) agential realism becomes a way to problematise widespread beliefs about the learning child. In this study, the concept intra-action (Barad, 2007) is used to analyse the becoming of the digital child. Preschool children 4-5 years old, preschool teachers and preschool teacher students participated. They explored a digital App (Toontastic 3D) and created a story with sound and moving images in a Digital Laboratory Centre (DLC). Field notes and video registrations were used for documentation. Ethical standards were assured through written informed content by all parents and personnel, and oral consent from the participating children. Results show that children together with digital technology are strongly bound to each other during the activities. In these entangled becoming actions is reliant both of the children and the technology. Also, the spectrum of action possibilities increases during the process. It is interesting to further discuss the concept of learning in an agential realism perspective as learning emerges without any involvement of teacher students or preschool teachers.

Keywords: preschool children, digital technology, intra-actions, Agential realism, learning

#### **SYMPOSIUM SET I / 44**

##### **South African Foundation Phase experiences of technology-based teaching and learning**

DONNA HANNAWAY, UNISA, South Africa

The aim of this study is to explore teachers' and learners' experiences of Technology-based Teaching and Learning (TbTL) in the Foundation Phase in South Africa. This paper forms part of a larger doctoral study. Hannaway, D.M. 2016. Teachers and learners' experiences of technology-based teaching in the Foundation Phase. University of Pretoria. Unpublished. Data were examined through a conceptual lens that included the generation theory and connectivism but was grounded in the Technological Pedagogical and Content Knowledge (TPACK) framework. Within the interpretivist paradigm, qualitative case study research methods such as photovoice, narratives, semi-structured interviews, opinion pieces and field notes were conducted within three cases consisting of teachers, learners and district officials. Ethical clearance within the institution is a strict and stringent process that was obtained prior to the study commenced. The research context was "medium" in terms of "level of sensitivity" since participation requires divulging of personal information but it is not regarded as sensitive/intimate. Key findings indicated that the technological profile of South African Foundation Phase learners is circumstantial and influenced by context. It was evident that the learners of this study form part of the "haves" by having access to and therefore, being capable of using technology to learn. Teachers experience technology to teach mainly in terms of their technological pedagogical knowledge and their technological content knowledge. This study highlights that technology is a valuable tool for developing new teaching and learning avenues rather than just a device that can supplement or take the place of existing teaching approaches.

Keywords: TBTL, foundation phase, TPACK, Generation theory, connectivism

#### **SYMPOSIUM SET I / 45**

##### **Early Childhood teachers' information technology usage and its impact on education**

SARA TOURS (1), AHMET SIMSAR (2) AND METIN KADIM (3), (1) Slippery Rock University, United States; (2) Kilis 7 Aralik University, Turkey; (3) Ondokuz Mayıs University, Turkey

The aim of the research was to evaluate Turkish early childhood teachers' information technology usage in their classroom and its impacts on teaching. It is known by everyone that the preschool period covering 0-6 has a strategic importance on the adventure of human life. This period is the years that learning and development is the fastest experiences in this process form the basis of the following year. In this period that basic knowledge skills and habits in children are earned. The literature showed that with using informational technology, the cognitive development of children can be very successful and permanent. In this research, based on the understanding qualitative process of perceptions and events which are revealed in

a natural and realistic conditions, phenomenology research method which is one of the qualitative research designs has been used. The quantitative study method was used in the current study. The twenty Turkish early childhood teachers were voluntarily participated into study and completed open ended questionnaire which was developed by researchers. There was no any ethical consideration because of the participants voluntary participated and completed consent forms for participation. The study results showed that the Turkish early childhood teachers were mostly used informational technology during music, language and play activities. The current study stated that when early childhood teachers use informational technology in classroom, their students' learning was enjoyable and permanent. The teachers also suggested that, informational technology will be given more in classroom for improving students' attention and participating into activities.

Keywords: early childhood education, informational technology, teacher, learning environment, efficacy

#### **SYMPOSIUM SET I / 46**

##### **Media consumption of toddlers**

NICOLE STURMHÖFEL (1), MELANIE OTTO (2) AND ANIKA FÄSCHE (2), (1) ZNL TransferCentre for Neuroscience and Learning, University of Ulm, Germany; (2) University of Ulm, Germany

The presented programme aims at supporting parents to reduce their toddlers' screen media consumption. During participation parents reflect together, get information as well as ideas for arranging an active everyday live. The programme evaluation examines whether toddlers with parents taking part in the 3-month-programme differ in screen media usage from children with non-participating parents. Up to now, research on toddlers' screen media consumption and involved factors in Germany is scarce. Furthermore there are rarely parenting programmes which tackle the topic. The options of screen media usage in early childhood have increased. In line with the displacement theory of McCombs (1972), increased screen media use could replace activities that nurture children's development. Therefore, screen time guidelines recommend no or minor screen media use in early childhood. 181 parents were asked by questionnaire about spare time activities and media use of their child. Influence of participation in the programme and family background factors were controlled. Data were collected anonymously. Parents declared their agreement, which was revocable at any time. After the programme, toddlers with participating parents used less screen media compared to children with non-participating parents. This was especially true for toddlers from parents with lower educational background, regardless of the day of the week. The results show that the programme effectively reduced toddlers' screen media usage by promoting their parents' knowledge. Especially families with lower educational background benefited. Therefore parental work in day care centres should inform and raise awareness concerning potential consequences of increased media use in early childhood.

Keywords: media consumption, toddlers, parenting programme, survey, research gap

#### **SYMPOSIUM SET I / 47**

##### **The impact of digital devices on preschool children's social abilities**

MARGITA SUNDSTEDT, Åbo Akademi University, Finland

The aim of the study is to examine whether there is a relationship between the frequency of the use of digital devices in preschoolers and the level of their social skills performed in preschool. Children's socialisation is a learning process (Giddens, 2005), where they interact both socially, materially and symbolically (Imsen, 2000). According to the sociocultural view, the artefacts that children have access to can be seen as vehicles of the culture in which the children live (Vygotsky, 1978). It is of interest to study how the use of digital devices affects children's social interactional skills. A sample of 40 preschool children in Finland and Sweden are selected. Parents and teachers answer a formula regarding the use of digital devices and observed social behaviour. The questionnaire is based on a validated scale (Avcioglu, 2007) for measuring children's social skills. The respondents are informed about the purpose of the study and asked to sign a consent form. The study complies with the ethical principles for research at Åbo Akademi University. Expected results are a positive correlation between the use of digital devices in preschoolers, and their social skills. New perspectives on improving preschooler's social skills through today's digital devices are of interest, as acquisition of early childhood social skills has been proven to be of great importance to the quality of later peer relationships (Pahl & Barrett, 2007). The results are expected to have an impact on how digital devices can be used in preschool to promote children's social skills.

Keywords: preschool, social skills, digital devices, children, interaction

#### **SYMPOSIUM SET I / 48**

##### **Using technology in morning circles: An experimental study on music videos**

NINETTE KAMEL (1), ALI J. GHANDOUR (2) AND RIMA MALEK (1), (1) Lebanese University, Lebanon; (2) National Council for Scientific Research, Lebanon

This paper aims to engage students in early childhood education activities and motivate them to participate in morning circles using music videos. Suzanne Garvis (2012) showed the importance of teaching literacy and numeracy to children using music videos and Gloria Casiano indicates that song pictures helped students to have good communication skills. The Social Cognitive Theory developed by Bandura (1977) provides the theoretical framework. This theory emphasises the idea that



students learn and behave through their interaction with the environment, the teacher and music videos here. This paper is an experimental study where qualitative and quantitative analyses were applied in a positive paradigm. Children were observed when watching the music videos and when singing with teachers. The data were collected through checklists, questionnaires and interviews, then they were organised and analysed using SPSS. The ethical principles related to children, values, democracy, justice and integrity were respected in the paper, the results are anonymous and the study was done in accordance with the administration. The results show that while projecting music videos during the morning circle children became motivated and they participated: they sung and imitated gestures done by characters of these videos. The teachers of the class found that music videos helped them to make morning circles more meaningful for children. ECE teachers are encouraged to incorporate technology into their class activities like morning circles and to diversify the methods and tools used. Directors of ECE institutions are advised to ensure a room or equipment helping to integrate technology fairly.

Keywords: teaching methods, ECE in Lebanon, morning circles, educational technology, music videos

#### **SYMPOSIUM SET I / 49**

##### **Effects of children participatory garden activities on improving of happiness and on developing of social and emotional capabilities**

YUNGEUI YOO (1) AND MIJEONG SONG (2), (1) Soon Chunhyang University, South Korea; (2) Asan Kindergarten, South Korea

To investigate the effects of children participatory garden activities on improving happiness and on developing social and emotional capabilities. Activities of gardening could have a positives impact on children such as promoting responsibility and social development. Gardening activities is at the heart of early understandings about the natural world. All children have the right to experience the essential and special nature of being outdoors. Children's initial experiences can play an important role in helping them subsequently contribute to their communities. Forty children, between five and six years of age, participated in this study. The experiment was implemented by 16 times for a total of 8 weeks. Data collection was conducted with pre-and post -test. For verifying the issues in this study, ANCOVA was applied for the data collected from pre/post test. Informed consent was provided by the principal of the centre, parents, and children. Researcher explained the purpose of the study to the staff and young children's parents. And the researcher obtained informed consent from parents after explaining activity and form children that taking part was not mandatory and we were explained they could withdraw at any time. First, there were statistically significant differences in eight elements except for 'living satisfaction', from the nine subordinate elements in happiness. Second, there were statistically significant differences in social and emotional capabilities. This study supports the intentional practice of gardening activities to help children promote happiness, as well as to develop children's social and emotional competence.

Keywords: happiness, social development, participatory garden activities, emotional development, young children

#### **SYMPOSIUM SET I / 50**

##### **Leisure - Time as factor in the development of family cohesion**

EDITA ROGULJ, The University of Zagreb, Croatia

The aim is to confirm the importance of leisure time of kindergarten children and the inclusion of all family members in its realisation. Earlier studies have shown the bigger need of families with younger children to better organise the leisure -time. Involvement of all family members have the positive influence on cognitive and social skills development and they reduce stress. Involvement of children in some activity in leisure time, decreases socially unacceptable behaviour of children. Leisure -time is one of the most important factors in the development of family cohesion as the primary dimension in quality family members' interactions (Paden and Buehler, 1995, Olson, 2000, Zabriskie and McCormik, 2003. Jurčević Loznačić 2016). For further data analysis we have used descriptive statistics methods, t-test and correlations. We sent a digital survey to parents whose children attend kindergartens in the town of Zagreb. The study was carried out in accordance with appropriate methodology research questions at the highest quality standards. All the participants who did it voluntarily were guaranteed discretion upon all ethical rights. The obtained data will only be used for the needs of this work. The results have shown the opinion and attitudes of parents about the leisure -time of preschool children. It was noted the importance of joint leisure time in building better relationships amongst family members. The results of the study can be used as an impulse to raise awareness about the importance of leisure -time of preschool children amongst family, society and the creators of family politics.

Keywords: preschool children, leisure time, family, social skills, activity

#### **SYMPOSIUM SET I / 51**

##### **Influence of sports day activities on communication development in kindergarten children**

TOSHIHIRO NAKAJIMA (1), NOBU MIYAZAKI (2), TOMOHIRO OIKAWA (3), MANABU KAWATA (3) AND TAKASHI ITO (3), (1) Fuji Women's University, Japan; (2) Higashinaebo Kindergarten, Japan; (3) Hokkaido University, Japan

'Sports Day' is a representative educational event in Japan's educational system. The event is implemented for nurturing relationships in children. However, there is no report that examines how Sports Day affects children's communications. The

purpose of this study is to reveal the transitions of kindergarten children's communications in the Sports Day. Previous research (Oikawa & Kawata, 2015) reported children's social development in sports events based on qualitative survey. However, there is no verification by quantitative data. Oikawa, T. & Kawata, M. (2015) Formation and Sharing of Norms during the Early Stage of a Kindergarten's Athletic Meet Practice. The Annual Report of Research and Clinical Centre for Child Development. 7(15). pp37-47. Japanese teachers feels the educational significance of the Sport Day from their experiences. This study attempted to prove that by visible data. Participants were 35 kindergarteners and 3 teachers in Japan. The survey was conducted before/after the event. The participants wore Business Microscope (BMS: Hitachi Hi-technologies) that measures face-to-face communications by participant's body movements with three-axis acceleration sensors. Their communications were described as network figures by BMS. Only those children whose parents/guardians consented to their participation. This study was approved by the institutional review board of Hokkaido University (16-22). Before the event, children tended to play with particular friends. However, children changed their playing style from small groups to large groups in the activities of Sports day. This study's results suggested that the sports event is one of the opportunities for fostering children's social maturation.

Keywords: communication, kindergarten, business microscope, sports day, physical activity

## **SYMPOSIUM SET I / 52**

### **The opinions of five- and six-year-old children about the opportunities and necessity of outdoor learning in Estonian preschools**

LEHTE TUULING, TIIA ÕUN AND AINO UGASTE, Tallinn University, Estonia

The aim of this research was to find out the children preferences in choosing play areas and devices and their attitude towards being and learning outside. The research findings indicated that in Estonia, traditional and safe objects are preferred in the play area and there are few natural objects presenting challenges (Tuuling, Ugaste & Õun, 2015). Dewey (1998) and Kolb's (2007) viewpoints about learning through experience and through self-activity have emphasised the importance of nature as a good learning environment. Outdoor learning means practical activities in the outdoor environment, which include whole knowledge, thematic integration, and a learner's first-hand experience with the object of study (Dahlgren & Szczepanski, 2006). We chose the qualitative method for this study, using photography and photo based conversation and half-structured interviews with children. . Of all surveyed children confidentiality is guaranteed. From the results we can see that children often chose a natural object like a hill, large trees or bushes as their favourite play areas. Children also like attractions which challenge them like climbing walls, balance boards, ladders etc. The majority of children feel positively about being outside and would like to spend more time there because you can move freely, there is fresh air and they are allowed to be louder. Based on the results of the survey can be planned activities for children in kindergarten and to shape the environment in the yard of considering the interests and needs of children.

Keywords: children's interests, children's needs, outdoor space, outdoor activities, resources for outdoors activities

## **SYMPOSIUM SET I / 53**

### **A feminist re-reading of data on the social construction of motherhood in the Arabian Gulf**

RADHIKA VIRURU, Texas A&M University, United States

This paper presents a feminist re-reading of data from a study on the social construction of motherhood. Initial readings of the data focused on the relationship between women and the institution of motherhood (Viruru & Nasser, in press, Nasser & Viruru, 2016, Viruru, 2014). However this analysis failed to capture the inherent sense of joy within struggle that the women expressed. This paper offers a re-reading of the data, using the scholarship of feminists of colour. Feminist scholarship has troubled the idea that mothering is a set of instinctive "natural" behaviours that all women are born knowing, positing it as a set of practices that are intimately related to thinking about citizenship, responsibility, human development and patriarchy (Selin, 2014). This critical constructivist study draws from a survey of 280 Qatari women and 30 follow-up semi-structured qualitative interviews. The study was reviewed and approved by IRB's in both the US and Qatar and informed consent was obtained. In accordance with local cultural practices, plans for the use of photographs were discarded. Written materials were provided in both English and Arabic. Initial readings of the data showed that while women celebrated their status as mothers, they were frustrated by the lack of support they were given. Yet when asked if they would change anything about being mothers, many responded they would take on more responsibilities joyfully. Re-readings of the data suggests that ideologies of intensive mothering do not do justice to both the struggle and the joy of women's lives as mothers.

Keywords: motherhood, mothering, qualitative research, Qatar, feminism

## **SYMPOSIUM SET I / 54**

### **A comparative study on family childcare (2): A review of the research in Japan and Germany**

RYOKO KODAMA (1) AND MIKIKO TABU (2), (1) Ochanomizu University, Japan; (2) Seitoku University, Japan

This poster presents a literature study of Family-Childcare (here after FCC), commonly known as childminding. By showing diversified perspectives in the research, it aims at enhancing the understanding of the potentials which this form of provision

has. Lynn et al. (2016) reviewed the research on childminding published in the English language, but not in the Japanese or German languages. This study will compensate for the lack. In analysing the literature, socio-historical, cross-cultural approach is taken. Methodology is literature study: collecting the relevant research in the Japanese database and German, analysing the literature in line with the work done by Lynn et al. Any quotation fulfils requirements of Copyright Act of Japan, and German Act on Copyright (Urheberrechtsgesetz). Graphic charts are reproduced under author's permission. Both Japan and Germany have rather short history of legislated FCC. But unique approaches are taken in the exploration for its quality, a group of Japanese researchers analysed the use of space in FCC by collecting floor-plans, daily schedules and local maps of social capitals, and a German group tried to draw a profile of FCC by ethnographic method, just to mention one example each. Issues and debates that characterise research around FCC differ according to the socio-historical background of its status. To define characteristics of effective FCC and ECEC needs more literature study in the languages other than English, and here, a cross-cultural/national collaboration makes a contribution. It connects the existing knowledge better and helps to describe the experiences of children in FCC more fully.

Keywords: family childcare, Japan, Germany, children under three, literature review

#### **SYMPOSIUM SET I / 55**

##### **Intergenerational exchange activities in elementary school between seven- and eight-year-old children and the elderly** KAZUSHIGE MIZOBE, Hyogo University of Teacher Education, Japan

This aim of research is to clarify how 7-8 year old children feel intergenerational exchange activities in the elementary school. So far, we have conducted surveys on junior high school students, the elderly, and teachers about intergenerational exchange that the elderly learn with students in the junior high school (Mizobe et al. 2015, 2016). In Japan, as shown in the Second Term Basic Plan for Promotion of Education (Ministry of Education 2013) in recent years, "vertical" connection according to the life stage is regarded as one common philosophy, and "promotion of intergenerational exchanges" has been done. The first grade children exchange activities were contact games, self-introduction by name cards, songs. The sophomore exchange activities were janken games and origami. After that, we conducted a consciousness survey to children and the elderly about intergenerational exchange activities. We got consent from the target person concerning the implementation of a questionnaire that no individual is specified. In the results, there're many opinions that "I enjoy playing together." There were children who hoped the elderly teach subjects to them and children who wanted to learn subjects with the elderly. Many children cited what they wanted to do together, such as making toys, cooking, and using a PC, etc. The elderly cited cooking, cultivation, and insect collecting etc. as items that they wanted to share with children. It was clear that there was a gap in consciousness between the child and the elderly. It is necessary to examine the details in the future.

Keywords: intergenerational exchange, senior school (school for elderly), learning needs for children and elderly, children in the lower grade of elementary school, consciousness survey

#### **SYMPOSIUM SET I / 56**

##### **Young children's daily lives in the context of nonstandard schedules: Parents' and educators' descriptions** EIIJA SALONEN, MARJA-LEENA LAAKSO AND EIIJA SEVÓN, University of Jyväskylä, Finland

The study aimed at understanding the daily lives of young children in day and night care through parents' and educators' perceptions. Specifically, it explored parents' and educators' views on the influences of non-standard schedules on young children's possibilities for belonging to their home and day care environments. Previous research on flexible child care (De Schipper et al., 2003) points to the potential challenges for young children's wellbeing associated to non-standard schedules. However, very little is known about the daily lives of young children in day and night care. In this study, the day and night care context was viewed through the lens of belonging, as this concept covers important aspects of wellbeing. Children's possibilities for belonging were regarded as connected to two qualities of their daily environments: 1) availability of social support for valued involvement and 2) goodness of fit with children's characteristics. The study is part of a multi-method ethnographic research on young children's daily lives in the context of day and night care. This part of the research was based on semi-structured interviews of parents and educators. The participation was voluntary, and the interviews were conducted respecting the interviewees' wishes. All data was kept confidential. The findings from qualitative analysis show that the parents and the educators view non-standard schedules as creating both challenges and supports for young children's belonging by influencing children's social relations and daily programme. Overall, the study helps to identify practices that enhance young children's belonging to their home and day care environments.

Keywords: young children, belonging, daily life, day and night care, non-standard schedules

#### **SYMPOSIUM SET I / 57**

##### **Peer talk and children-teacher talk in preschool: The role of argumentation in acquiring second language skills** FABIO DOVIGO, University of Bergamo, Italy

Can argumentation play an educational role in helping immigrant children to acquire linguistic and social skills through peer talk and children-teacher talk interaction? Research on early childhood is increasingly paying attention to preschool as an

environment where children develop argumentative skills through collaboration with adults and peers. Analysis of argumentation in preschool sheds light on the process through which children build their ability to argue as a central means of socialisation and cognitive development (Cekaite, Aronson 2014, Blum-Kulka, Gorbatt, 2014). Participating in argumentative activities with teachers and peers is especially challenging for immigrant children. It represents a major resource for learning and socialisation, but also implies a range of social, linguistic and pragmatic skills in a second language. We carried out ethnographic research in three preschool settings in Northern Italy with a large share of immigrant children aged 3 to 6 (73%). Data were collected during two years by video recording both children groups engaged in joint play and teacher's lead activities. Video recordings were integrated by field notes taken during observations. We committed to respect confidentiality and anonymity of participants by asking practitioners and caregivers for informed consent. Using conversation analysis and CAQDAS we identified 1) what strategies are used in peer and children-teacher talk argumentation while communicating with not-native speakers, 2) how argumentative interplay developed in preschools helps immigrant children to acquire specific language and socialisation abilities. The study aims to improve teachers' ability to ease social and linguistic inclusion of immigrant children in preschool.

Keywords: preschool, argumentation, second language acquisition, peer talk, children-teacher talk

## **SYMPOSIUM SET I / 58**

### **Documenting for parents: How include them into educational practices?**

MAJA ANTONIETTI, University of Modena and Reggio Emilia, Italy

This paper aims to reflect on Italian preschool teachers' practice of documentation directed to parents with an intentionally educational role, through the analysis of documentation material produced. This paper is connected with other theoretical Italian studies about documentation (Benzoni 2001, Di Pasquale, Maselli, 2002, Luciano 2011, Antonietti 2011, 2014) and with international perspectives (Carr 2001, Seiz 2008, Petterson, 2014). Documentation as crucial element for Italian preschools is confirmed by school regulations (1991 and later) and international indications (OECD 2006, Lazzari, 2016). This relevance is not often recognised by teachers: documentation is simplified showing children's products or using effective photos and not much attention is given to the educational process involved. Teachers' choices - like strategies, purpose, difficulties - are not often underlined. It's possible to recognise three different aims in teachers' practice of documenting for parents: show, inform, and involve (Antonietti 2011). A sample of documentations -collected using a public educational database and from volunteer schools- will be deeply analysed recognising example of indicators of teachers' intentionality involving parents in the educational experiences. EECERA ethical code (2015) will be respected, coordinators and teachers of schools involved will be informed about aim, steps and first results. Starting from the analysis, the discussion will focused on the crucial issues related to the practice of documentation and relative action of dissemination when documentation aims to create continuity and community with parents. The usefulness of this paper is twofold: increase interest in a topic without much empirical evidence and support teachers in their documentation practice.

Keywords: preschool, practice of documentation, parents, continuity, education

## **SYMPOSIUM SET I / 59**

### **Investigation of parents' perspectives on what they perceived as socially acceptable and unacceptable behaviours among preschoolers in Saudi Arabia**

BASMA ALGHUFALI, Princess Nourah bint Abdulrahman University, Saudi Arabia

The research aim is to identify behaviours perceived by Saudi parents as acceptable and non-acceptable among preschool children. There is a scarcity of research on social behaviour in Saudi (Al-Bughami, 2007). Saudi parents lack a clear perceived meaning of what constitutes social BH, leading to an absence of psychiatric specialists in kindergartens. The theoretical framework is socio-cultural theory of Vygotsky and Baumrind's parenting style. The framework design combined traditional styles of parenting with theories of behavioural development, in Saudi context. Using a quantitative approach, questionnaires captured parents' perceptions. It was analysed using statistical descriptive analysis (Wegman, 2012). I also used a qualitative approach. Three focus groups were conducted in Riyadh, which were conducted separately, due to cultural segregation. It was analysed using content analysis (Saunders et al., 2011). A mixed methods approach was adopted (Krauss, 2005). The most appropriate paradigm was a mix of realism and pragmatism, quantitative questionnaires and qualitative focus groups were assembled to obtain data from parents (Creswell, 2009). The Ethical guidelines of EECERA were followed. All participants voluntarily agreed to participate, gave their consent to complete the questionnaires and to participate in the focus groups. Saudi parents' perceptions were significantly linked to gender expectations, especially among Saudi fathers. Aggressive behaviours were tolerated in boys, whereas shy behaviours were perceived as appropriate among girls. The implications have an indirect impact on social behaviours among children and encourage future policy and practice to recognise the significance of parental influence on preschool behaviour

Keywords: parent perceptions, implication for practice and policy, mixed methods, cultural influence, data triangulation

## **SYMPOSIUM SET I / 60**

### **Communication between teachers and multicultural parents in a kindergarten**

GUNNHILD BERGSET, Volda University College, Norway

The research focus on the daily communication between teachers in kindergarten and multicultural parents. The study is linked to kindergartens that had experienced communication challenges with multicultural families. In Norway we have little empirical research in this field. The kindergarten's leadership instructed all the teachers to implement initiatives a targeting communication with multicultural families. One of the questions is whether teachers' reflections over the challenges that arise in these situations regarding communication led to a change in daily communication (Bakken & Solbue, 2016). Further, the research examines whether the fact that families were from non-western cultures and teachers from western cultures plays a role in these communication challenges (Kagitchibasi, 2007). This interactive study is based on interviews with all the teachers in the kindergartens. It is a multicultural qualitative study. The approach is critical phenomenological research involving collected data audio reordered and transcribed. The collected material has been treated accordingly. The purpose of the study is to support, not to evaluate. Thus, there will be no known negative consequences for the participants. Both the participant, the institution and the geographical location are anonymised and the analysis takes place at Nvivo where the data material is sorted in Nodes. The study is in process, but preliminary findings show that the implementation of initiatives to improve communication has changed the communication pattern. The research question is whether the implementation led to any changes in the relationship between the teachers and the multicultural parents, and further, between the teachers and the multicultural children

Keywords: multicultural parents, communication, teachers' initiatives, diversity, relationship

## **SYMPOSIUM SET I / 61**

### **The associations among teacher-child relationship, class emotional support, and preschool adjustment for young children in Taiwan**

JO-LIN CHEN, Fu-jeu Catholic University, Taiwan

The purpose of this research is to explore the associations among teacher-child relationship, class emotional support, and preschool adjustment for young children in Taiwan. Based on the findings of Pianta, Hamre, & Stuhlman (2003), and Pianta, et al (2008), the relations among quality of child-teacher interaction, class support and preschool adjustment are explored in Taiwan. The preschool teachers' relationships with children and teachers' abilities to support emotional functioning in the classroom are central to school adaptation. The research participants consisted of 150 4-5 year-old young children and teachers invited from preschools in Taipei, Taiwan. The information of teacher-child relationship was gathered by interviewing young children's appraisals of teacher support including warm and negative relationship scales. The class emotional support was observed by the researcher and trained assistant. Preschool teachers provided information regarding children's preschool adjustment. The parents and teachers were informed and consented. Young children and teachers had choice to take part in or not. The confidentiality is promised. It is found that young children tended to perceive more warm, than negative, relationships with teachers. The average of class emotional support was tended to have good quality. The preschool adjustment of young children was tended to have good performance. The correlation results indicated that warm teacher-child relationship and class emotional support were significantly positively related to children's adjustment at preschool. However, negative teacher-child relationship was significantly negatively related to preschool adjustment. Practical suggestions and implications are made for early childhood education researchers and as well as for practitioners.

Keywords: teacher-child relationship, class emotional support, preschool adjustment, young children, early childhood education in Taiwan

## **SYMPOSIUM SET I / 62**

### **Teachers' voices about parental participation in Grade R**

NASEEMA SHAIK, Cape Peninsula University of Technology, South Africa

The aim of this study was to explore the challenges grade R teachers face about parental participation in storytelling. This research has emanated from a study on transforming students teachers' understandings about child participation. Pedagogy in participation focuses on creation of environments whereby interactions and relationships sustain joint activities and projects. Assumptions about children's backgrounds is based on academic and social uniformity whilst in a participatory pedagogy assumptions about children's backgrounds is on social and academic diversity of children that include both cultural and individual differences (Formosinho & Formosinho 2015). Pedagogy in participation focuses on pedagogic axes. The first pedagogical axis is on being/feeling/thinking which is development of identities that share similarities and differences. The second pedagogical axis is belonging and participation which provides intentionality to pedagogy of bonds and connectedness. The third axis is languages and communication which defines an experiential learning pedagogy whereby intention is on doing, experiencing in continuity, in autonomy and collaboration. A qualitative study within an interpretivist paradigm was employed. A single case study of two Grade R teachers was used with semi-structured interviews. Ethical consent was obtained from the Cape Peninsula University and the teachers. Parental participation should not be limited to a western model of parental participation. Teachers showed little evidence of children's advocacy and learning from parents

as experts of storytelling. ECE policies and teacher preparation programmes should focus on parental participation and engagement with immigrant families from a participatory angle. Teachers need to respect children's advocacy in the classroom.

Keywords: participation, pedagogy, Grade R, teachers, voices

#### **SYMPOSIUM SET I / 63**

##### **How parent's participation to the preschool everyday life**

TAINA KYRÖNLAMPI, University of Oulu, Finland

In this study 15 parents participated in group interviews five times in 2015-2016. The aim is to research the parents' perceptions of their involvement in preschool everyday life. Research question are: How can parents participation in the preschool everyday life? Parents' participation is supported by Bronfenbrenner (1979, 1989) theory. The different growth environments of the child can set common educational goals for him and support his path of growth and learning together. The newest Finnish preschool curriculum (2014) to deepen further co-operation and increase parents' participation. This study is based ground for Finnish preschool curriculum (2014), which the parents have commented on. Parents discussed in small groups the preschool curriculum goals. The researcher recorded the conversations. Parent group interviews were analysed by phenomenographic research. The basis of the phenomenographic research is the experience and understanding of the phenomenon of people. The Ethics Council of the University of Oulu has approved the research plan. Parents voluntarily agreed to study. The parents gave their written consent and the reporting of the results did not reveal their privacy. Parents have been informed that the results of the study will be published in a scientific journal. Parents felt that they cannot participate in the preschool everyday planning, assessment and implementation. They also do not know what is happening in the everyday life of preschool education. Parents think that child- oriented and play are important to child well- being in the preschool. Parents' and children's participation should be added to the everyday life of preschool education.

Keywords: parents', children's, participation, play, preschool

#### **SYMPOSIUM SET I / 64**

##### **Genuine dialogue in the light of democratic principles: Communication in collaboration between home and preschool**

KRISTIN SPIELER AND MARIA MYRANN, University of Agder, Norway

The aim of our study is to investigate preschool teachers' use of strategic and/or communicative action during conferences between preschool teachers and parents. The planned empirical collection builds on Myrann (2016), where eight parent-preschool conferences and interviews were part of an interpretative analysis of communication. Habermas' (1984) theory of communicative action constitutes the theoretical framework in this study. Habermas makes a distinction between strategic and communicative actions, whereas the ideal is a dialogue free from command between equal partners. Parents' right to participate could potentially be undermined by hidden strategic actions. Communicative actions, however, can help parents display themselves as competent and equal participants. Twenty parent-preschool teacher conferences in Norway will be witnessed, followed by separate, semi structured interviews with all of the participants. On the basis of a hermeneutic qualitative approach, data will be categorised, analysed and discussed in the light of democratic principles Data will be collected through informed consent, analysed and treated in line with normative ethical standards and guidelines set forth by the Norwegian Social Science Data Services, ensuring full anonymity. The discussion will focus on how preschool teachers' communication may influence parent involvement considering democratic practices. Parents have the right to participate in preschool affairs concerning their child. Conferences between parents and preschool teachers constitute the only arena for formal collaboration. Such formal conversations are often characterised by unilateral harmony. If the dialogue between home and preschool is characterised by apparent consensus, one risks undermining the possibility of a genuine dialogue.

Keywords: dialogue, communication, democratic principles, home-preschool teacher collaboration, strategic and communicative actions

#### **SYMPOSIUM SET I / 65**

##### **Picturing grandparenthood: An arts based visual methodology research project**

PATRICIA GIARDIELLO (1), HELEN ASHWORTH (2) AND FAITH FLETCHER (3), (1) Manchester Metropolitan University, United Kingdom; (2) Liverpool Hope University, United Kingdom; (3) Chester University, United Kingdom

To investigate the ways in which learning and development takes place between children and grandparents and to arrive at a better understanding of the grandparent-grandchild dynamic and how this impacts on the grandchild's learning and development. Intergenerational learning between children and grandparents in east London Kenner et al (2007) Goldsmiths, University of London, UK DOI: 10.1177/1476718X07080471] The study is underpinned by the ecological perspective (Bronfenbrenner, 1979), which views child development within the wider ecology or different domains in which children live. The theoretical and conceptual framework is informed by Bourdieu's views around Habitus and Field. Interpretive paradigm qualitative in nature and adopts a child-orientated, participatory research approach. A creative arts based visual methodology is employed which incorporates the use of children's drawings, photographs and video to capture time spent

with their grandparent(s). Consideration is given to developing a rapport with the children and being selective about the choice of language used (phase appropriate). Inclusivity is assured in terms of the children's selection of "grandparent" (e.g. could include step-grandparent or significant older other). The findings from the research carried out will help to establish a firm rationale for intergenerational learning. When young children and grandparents jointly participate in events such as storytelling, cooking, gardening and computer activities the exchange of knowledge enhances learning for both generations. The results will inform practice and help schools understand that the contribution of grandparents needs better recognition

Keywords: children's voice, intergenerational learning, knowledge, relationships, visual images

#### **SYMPOSIUM SET I / 66**

##### **Kindergarten teacher intervention in peer conflict among children with and without special needs: Focusing on dialogue among children**

IGARASHI MOTOKO, Teikyo Junior College, Japan

The aim of this study was to examine how kindergarten teachers encourage dialogue among children with and without special needs in peer conflict. To foster an inclusive environment, it is important for teachers to establish democratic relationships among children (Igarashi et.al, 2016) and Miyama et.al (2016) found that teachers' intervention had an influence on building collaborative and democratic relationships among children, focusing on the Syudan-Zukuri method which is a well-known development method in Japanese early childhood education and care. This study focused on dialogue among children based on democratic relationships and looked in detail into teachers' intervention during peer conflict. This study was based on the social inclusion and the sociocultural theory of development. This was a qualitative study which adopted adopting semi-structured interviews with kindergarten teachers. The data was analysed using the affinity diagram method (Kawakita, 1967). I was permitted to publish the report of this study by the children's parents and kindergarten teachers. This study adheres to all ethical standards and privacy policies approved by the Japan Society of Research on Early Childhood Care and Education. The interview data indicated two types of intervention (direct instructions and indirect suggestions) in which the teachers encouraged dialogue among the children. The teachers placed the utmost importance on each child listening carefully to their peers, asserting themselves, and being able to reach a consensus. This study provided a new perspective on teacher intervention in peer conflict among children and attitudes toward inclusion.

Keywords: dialogue among children, teacher intervention, peer conflict, democratic relationships, inclusion

#### **SYMPOSIUM SET I / 67**

##### **Emotional talk between mothers and four- and five-year-old children: A follow-up study**

PEI-LING WANG, University of Taipei, Taiwan

This study aims to explore the emotional content of 51 middle-class mother's conversation about the past emotions with their children at 48 and 60 months of age. Previous studies showed that mothers talk about emotions more with daughters than sons (e.g. Fivush et al., 2003). Adams et al. (1995), however, found no gender difference in emotion terms at 40 months of age, but girls mentioned more emotion terms than boys by 70 months. This study is based on gendered-socialisation of emotions. A mixed-method approach was applied with longitudinal design. Data were collected from 51 mother-children dyads during home visits at 48 and 60 months of age on conversations of the past experiences. Four specific emotion experiences were identified: happiness, anger, sadness, and fear. The study protocol has been approved by the Research Ethics Committee of National Taiwan University (No.2014-01-ES009). Although most studies found gender differences in mother-child conversation about past emotions (Fivush, 1994, Fivush et al., 2003), we found no gender difference in emotion words used between mothers and 4-5 year-old children. With 4- year-old girls, mothers used more elaboration when talking about sad experiences while with 5 year-old boys, more elaboration was used when talking about sad and angry events. Based on the results, we propose longitudinal monitoring of the socialisation processes of emotion development, then analysing the variation and elaboration of emotional words used between mothers and children in order to equate emotion development between boys and girls and encourage the conversations involving emotional experiences.

Keywords: gender differences, parent-child conversation, past emotions, longitudinal study, 4-5-year-old children

#### **SYMPOSIUM SET I / 68**

##### **An investigation of mothers' landscape preferences for their five-year-old children**

REFIKA OLGAN (1), SIMGE YILMAZ (2), (1) Middle East Technical University, Turkey; (2) Mersin University, Turkey

The current research investigates mothers' (N=20) landscape preferences for their 5-year old children in terms of outdoor setting type (water, park, open field/grassy area, forest), levels of human influence (natural/maintained) and their reasons for choosing those preferences. Researchers asserted that parents are significant mediators of children access to play and play environments (Veitch, Salmon, & Ball, 2007) since children's use of the environment depend on their parents' willingness and time to take them to such places (Brusson, Olsen, Pike, & Sleet 2012, Skar, Gundersen, & O'Brien, 2016). Therefore, it is important to investigate parents' place preferences for their children's play (Evans, 2000). . The criterion of selecting the schools as settings was related to the levels of naturalness in their outdoor environments. As a research instrument, mothers'

landscape preferences questionnaire was used. Before the data collection, ethical permission was taken from Turkish Ministry of National Education. Then, the early childhood education centres' managers and teachers were contacted to select volunteer mothers for this research. Results showed that mothers preferred natural park and water settings as their favourites for their children. The most important factor affecting mothers' preferences was the affordances of the landscapes for children's unstructured play. Investigating mothers' landscape preferences could be not only an important guide for educators in terms of preparing early childhood environmental education programmes for young children but also for policy makers for arranging local policy strategies to increase the opportunities for children's unstructured play at different outdoor settings (Veitch et al., 2007).

Keywords: early childhood education, landscape preferences, mothers, outdoor settings, young children

#### **SYMPOSIUM SET I / 69**

##### **Communication between parents and preschool-teachers in Tyrol, Austria**

LAURA BURKHARDT, University of Innsbruck, Austria

This dissertation study aims to investigate the frequency of forms and contents of parent-teacher-communication in preschools in Tyrol, Austria. Involving parents in the education of their children is important for student achievement (Hara & Burke 1998). The need for communication between parents and preschool teachers has been discussed (Stange, 2012) and although the relevance of the topic has been addressed in Austria (Rodriguez Lopez & Kicker, 2014) and concepts for teacher-parent-partnerships have been implemented, we know little about the actual communication. The research draws upon the Bronfenbrenner's bioecological model (1990), other system-theoretical models (Neuenschwander et al. 2004), and a pedagogical-psychoanalytical perspective (Naumann 2011). Three surveys about forms and contents of communication have been developed: one for parents and two for teachers (one referring to communication with all parents and one referring specifically to communication with parents who also participate). Furthermore, the survey contains questions about personal characteristics of teachers and parents, as well as structural variables of the preschools for conducting regression analysis and cluster analysis. The random sample shall include 80 preschool teachers and 320 parents. The study shall be conducted in spring 2018. The development of the surveys was supported by a Data-Protection Supervisor and a pre-test was conducted to make sure, that questions are reasonable for parents and teachers. The poster will present the design of the study and the results of the already conducted pre-test. The results will help to enhance educational practice and give implications for policy.

Keywords: communication, preschools, parents, survey, bioecological model

#### **SYMPOSIUM SET I / 70**

##### **Playground "Primo Sport 0246": A space for motor development of preschool children**

PATRIZIA TORTELLA (1), GUIDO FUMAGALLI (1), MONIKA HAGA (2) AND HERMUNDUR SIGMUNDSSON (2), (1) University of Verona, Italy; (2) Norwegian University of Science and Technology, Norway

The aim was to analyse the effects of structured activity and free play on motor skill development in 5 years old children attending the playground Primo Sport 0246 in Northern Italy. Children with low level of motor skills engage less in physical activities compared to their well-coordinated peers (Rodrigo et al., 2017) and learning of particular motor skills seems to be specific to that task (Haga, 2007). Edelman's theory of "neural Darwinism" defines learning as a mechanism selecting neuronal networks on the basis of experience. Practicing with a specific tool has a direct impact on that task and not on other tasks related to the same competence. The framework consisted in 30 minutes free play and 30 minutes structured activity in 3 motor areas of the playground, 10 minutes each, scaffold by a physical educator (experimental group - 71 children). 39 children did not attend the playground. Standardised motor tests were administered before and after. The study follows the Declaration of Helsinki and was approved by Laboratorio 0246. Sensitive data were replaced by codes. Support, success and enjoyment for every child were fundamental. Informed consents were obtained from the parents. Short experience at the playground stimulated improvement (experimental group) only in gross motor skills. As the programme in the playground was mainly focusing on training gross motor skills the results may demonstrate that increasing fine motor skills may be regarded as specific. Appropriate design of environment and methodology help teachers and public administrators to promote specific motor skills in children.

Keywords: playground, preschool children, motor skills, structured activity, outdoor spaces

#### **SYMPOSIUM SET I / 71**

##### **A cultural-historical approach to infants' locomotor exploration in a Brazilian day care: A case study**

NATÁLIA COSTA, LUDMILLA DELL'ISOLA PELEGRINI DE MELO FERREIRA AND KATIA DE SOUZA AMORIM, University of São Paulo, Brazil

This study aims to investigate how infant locomotor exploration develops over time in a Brazilian daycare. Locomotor exploration involves infant's movement through space and contextual information gathering (Adolph, 2017) in diverse cultural patterns (Cote & Bornstein, 2009). Over time, a bidirectional infant-environment transformation occurs (Meneghini



& Campos-de-Carvalho, 2003). However, there are gaps in understanding how context and experience constrain the process. Cultural-historical approach (Rossetti-Ferreira, Amorim & Silva, 2007). Longitudinal case study with qualitative design. Two focal infants (5-12 mo) from two daycare centres are being monitored through eight video recordings sessions throughout a year. Locomotor exploratory activities are mapped and episodes are analysed microgenetically. Ontogenetic aspects and political-pedagogical strategies/conceptions shall be considered. A pilot study will be presented. Data were taken from a Data Bank previously approved by an Ethics Committee. Informed consent was obtained from teachers and guardians. Confidentiality is restricted, due to video use. Thus, we obtained consent for scientific images presentation. In a video episode, two 10 month-old infants, previously engaged in stationary individual activity, gradually co-construct interactive actions, producing movement and greater distance locomotor exploration. Emotion, embodied communication and adult mediation play important roles. Peers may promote/inhibit locomotion. Cultural pedagogical concepts are materialised in the process. This expands exploration as individual manual activity with objects. A follow-up is necessary to further analyse relational and spacial/contextual transformation throughout day care adaption period. Results provide greater visibility to expressive-communicative, relational and contextual dynamics involving locomotor exploration. Also, they highlight peer influence and adult mediation in pedagogical space and practice.

Keywords: exploration, locomotion, infant, day care, cultural-historical

## **SYMPOSIUM SET I / 72**

### **What kind of worries relating to peer relationships do Japanese senior grade children face? A case study focusing on the sharing norms during free play**

TOMOHIRO OIKAWA AND MANABU KAWATA, Hokkaido University, Japan

This research aims to examine the Japanese senior grade children's worries and changes relating to peer relationships on the eve of graduation from kindergarten. As children develop, they face complex worries more than the younger ones, such as bullying. Previously, many research studies discussed the troubles about peer relationships, like non-social behaviour, that could apply to children of all ages in kindergarten (e.g. Spinrad et al. (2004). *Developmental Psychology*, 40, pp.67-81). However, the troubles and its mechanisms that senior children were facing relating to friendships were not discussed. The senior children (5-6 year olds) interacted with others by sharing rules and norms. We analysed the children's interactions via the concept of Expanded Mediation Structure (Yamamoto & Takahashi, 2007). Participants were 81 senior grade children in a Japanese kindergarten. Furthermore, we focused on one girl who played alone and could play cooperatively with others. The research was conducted for one month before children graduated from the kindergarten. We observed and videotaped the children's behaviours and interactions with others during free play. Consent from the kindergarten and parents were obtained prior to the study. The girl changed her playing style as she attempted to join in the play with other same grade children. However, another child initially made and displayed shared norms to make boundary of intimacy and obstruct entry. Eventually, children adjusted the norms together to play with everyone on the eve of the graduation day. Results suggested that senior children were facing their own worries by developing social competences.

Keywords: senior grade children, peer relationships, sharing norms, expanded mediational structure, free play

## **SYMPOSIUM SET I / 73**

### **Risky play behaviours: To determine the approaches of preschool teacher**

ÖZLEM YURT (1) AND SADIYE KELEŞ (2), (1) Karadeniz Technical University, Turkey; (2) Sakarya University, Turkey

The study aims to explore preschool teachers' attitudes towards children's risky play (RP) behaviours. Research shows that children's RP are influenced by adults' perceptions towards risk (Hagan & Kuebli, 2007, Morrongiello & Dawber, 1999, Maynard, 2007, Morrongiello, Schell & Stewart, 2014, Sandseter, 2012, Tovey, 2007). Furthermore, teachers' views on RP have been found to play an important role in creating RP opportunities for children (Waters & Begley, 2007). Children's interest in RP behaviours and play settings has been growing more and more in recent years. The study was based on Sandseter's RP categorisation. The qualitative research model was used and the study group was formed by means of the criterion sampling method. A semi-structured interview form was used for data collection and, on this form, four different scenarios were created based on high altitudes, high speed, dangerous elements, and dangerous tools from amongst the RP categories put forward by Sandseter (2007). Raw data was analysed with frequency analysis and categorical analysis. 42 participants volunteered to take part in the study. Nickname was created for each participant. Furthermore time constraints were not used because some participants need more time to complete the form than others. The study concludes that a great majority of the teachers experienced RP involving high altitudes and high speed in their childhood years, and that the RP that they encounter the most often now are those involving high speed. The findings of the study are discussed in relation to the benefits of RP.

Keywords: risky play, children, preschool teacher, risky play behaviours, approaches

## **SYMPOSIUM SET I / 74**

### **Other voices: Theorising a philosophy of play and movement, in early years physical education**

PATRICIA MCCAFFREY, Institute of Technology, Sligo, Ireland

Drawing on empirical evidence from a PhD study, this research explores a philosophical and theoretical conceptualisation for younger children's (4 to 6 years) play and learning in the context of early year's physical education. Previous scholarly research has an interest in the moving body's complex and dynamic intra-actions within space, time and the material (Lester & Russell, 2014, Lisahunter & Emerald, 2016), amidst concern for 'quality' in relation to physical education for younger children (Marsden and Weston, 2007, McEvilly et al. 2014, Tsangaridou and Genethliou, 2016). I draw on a theory of emplacement (Pink, 2009) to explore the 'sensuous interrelationship of body-mind-environment' (Howes, 2005, p. 7), together with a Deleuzian concept of 'affective experimentation' (1988), where non-human forces are equally at play in children's learning and becoming (Olsson, 2009, Hultman and Taguchi, 2010). Adopting a post-humanist perspective, I undertake a microscopic analysis (Osgood, 2014) of children's emplaced body-play to reveal multiple interacting agents (other voices), affects and encounters. Ethical approval for this study was received from the University through which this study is being conducted. Consent was sought from parents of the participating children, and assent from the children themselves. A process of affective experimentation (Deleuze, 1988) embraces 'other voices' including that of children themselves, the teacher, but also of the material, which offers children increased power and capacity to act (Lenz Taguchi, 2010, 2014, 2015). This work aids understandings of ways of doing space within early years physical education practice that transgresses the normative (Osgood, 2014, Jones, 2013).

Keywords: early years physical education, play, emplacement, movement, posthuman

## **SYMPOSIUM SET I / 75**

### **Learning and teaching through play in ECE in China**

MINGLI FAN (1) (2), LIYING ZHANG (1), (1) Hebei University China; (2) Vrije Universiteit Amsterdam, Netherlands

We aim to identify children's learning behaviours in play, and try to answer two questions: 1.how play promotes the development of young children, 2.how teachers scaffold children's play appropriately. Play is crucial to the development of children (Moyles, 2015), and it influences all aspects of children's development (Liu, 2004), such as physical (Gallahue & Ozmun, 1998), language (Weisberg, Zosh, Hirsh-Pasek & Golinkoff, 2013), cognitive (Piaget, 1964, Sutton-Smith, 1967), and social-emotional (Vygotsky, 1934, Smilansky & Shefatya, 1990, Isaacs, 2013) development. Nowadays, more and more people agree that play is in the centre of kindergarten curriculum (Van Oers & Duijkers, 2012, Van Hoorn, Nourot, Scales & Alward, 2014), and teachers need to teach through play (Wood & Attfield, 2005, Bennett, Wood & Rogers, 2010). In China, since the year 1996, researchers and practitioners gradually pay more and more attention on play corners in Kindergartens (Liu, 2004, Dong, 2014, Fan, 2016). We construct a framework of developmental approach based on Vygotskian cultural-historical theory. Based on Vygotsky's cultural-historical paradigm, we regards play as a leading activity of young children, and it is important to understand the cultural-historical contexts in which children play. We raise a qualitative research by choosing three kindergartens from different backgrounds (government-owned, university-affiliated, and military-affiliated) in China to conduct a systematic observation and intervention on learning& teaching through play. The procedures of our observation and intervention research have been agreed by both the three kindergartens and the children's parents. Children show more enthusiastic and autonomous learning behaviours in play corners, they will develop well if there were appropriate support. Children's play and teachers' intervention are influenced by social, cultural and historical contexts. Guidelines for appropriate scaffolding in play corners.

Keywords: play, learning, teaching, early childhood education, China

## **SYMPOSIUM SET I / 76**

### **Experience sharing and affect attunement in joint play between adults and toddlers**

ANNUKKA PURSI, University of Helsinki, Finland

There is a growing need within educational research to deepen the understanding of play in the pedagogical adult-child relationship. In this study, by examining how adults and toddlers share affective stances in their joint play, we argue for the value of play as a relation between adults and children. Despite a large body of research on the adult roles in play, there is only a few studies (Lobman 2006) that have examined how play is constituted in the moment-to-moment flow of interaction between adults and children. Theoretically, we build on the notion that play as well as the display of emotions are socially situated practices that involve interactively organised stance taking (Goodwin & Goodwin, 2000). The data consist of 10 extreme cases taken from 150 hr of the videotaped, naturally occurring interactions in a group care setting. The cases of emotionally heightened moments in joint play between adults and toddlers were analysed by applying embodied interaction analysis and identifying shifts in intonation, gesture, body posture and talk. A careful attention was paid to the situated ethics. An informed consent was sought from parents, ECE practitioners, and the municipality officials. The findings highlight the relevance of experience sharing between adults and children in play situations. More specifically, the analysis expands the

understanding of play as not just source of joy but more broadly as source of vitality and resilience. In all, this study advances the present-day understanding regarding pedagogical potentials of joint play between adults and children.

Keywords: joint play, adult-child interaction, experience sharing, affective stance, embodied interaction analysis

#### **SYMPOSIUM SET I / 77**

##### **Hannah Arendt on play - A playful entanglement between concept and phenomenon**

DAG NOME, University of Agder, Norway

Based on data from observations in Norwegian kindergartens focused on nonverbal interaction among peers, this paper aims to explore new ways of expressing the intrinsic value of spontaneous play at a time when use of standardised learning-programmes in ECE-settings is rapidly expanding. The current merging of a Froebel-inspired play-centred pedagogy and School-oriented learning-ambitions has been widely described and discussed, among others by Sommer, Pramling Samuelsson and Hundeide in their book "Child perspectives and children's perspectives in theory and practice". They address a need to reinforce the emphasis on children's perspectives in ECE-settings. This paper empirically explores and theoretically discusses how children express their perspectives through spontaneous play. In addition to Merleau-Ponty's phenomenology of the body, it uses Hannah Arendt's concept of Human Action to express the intrinsic value of this activity. The study uses a phenomenological life-world-approach. The data comprises video-recordings from sequences of free-play in a Norwegian kindergarten-group for two-year-old children, which are analysed through various micro-ethnographical methods. Nonverbal expressions and bodily gestures are emphasised. The study is approved by the Data Protection Official for Research-(NSD), and thorough involvement of the parents is secured. In addition to giving the required approval, they have received information about the progress of the study, including reviewing part of the video-footage. I found that Arendt's concept of Human Action is helpful to understand the intrinsic value of spontaneous play. Such philosophical discussion might inspire practitioners to treasure play for play's own sake in ECE-settings and thereby better resist the dominance of school-oriented learning-programmes.

Keywords: play, Merleau-Ponty, Arendt, human action, phenomenology

#### **SYMPOSIUM SET I / 78**

##### **A pilot study using the Photo Projective Method to gain understanding of children's play in a Japanese kindergarten**

GOTA MATSUI, Kagawa University, Japan

The purpose of this presentation is to discuss findings from a practical study using the Photo Projective Method for 5-year-old children in a Japanese kindergarten. The approach including children's perspectives has been developed from Reggio Emilia's approach in Italy. The mosaic approach also has been inspired from it and developed through some research projects (Clark and Moss, 2011). The reason the mosaic approach has attracted attention in Japan is that it uses children's own photographs to gain an understanding of children's play (Miyamoto et al., 2016). The conceptual framework is that young children are experts in their own lives, young children as skilful communicators, young children as right holders and young children as meaning makers (Clark and Moss, 2005). This study examines teachers' understanding of children's play through the use of the Photo Projective Method. EECERA Ethical Code was followed. Participants were informed about procedures of this study through their teachers. Researchers received their agreement, and then reported the results to teachers. The main finding is that teachers could understand in detail each child's reasons for their behaviour in play. The teacher-child ratio is 1:35 for five-year-old children's classes in Japanese kindergartens. Therefore, teachers usually cannot pay careful attention to all their children's play behaviour. Each child's pictures obtained by Photo Projective Method proved very helpful for teacher in promoting reflective thinking, and accordingly, teachers were able to support play based on evidence. We will argue of the importance of continuing to developing approaches in each country's current condition.

Keywords: photo projective method, Japan, children's voice, discourse of meaning making, play

#### **SYMPOSIUM SET I / 79**

##### **Free play in 0-3-year-old children - Analysis from a neuroeducational perspective**

ROSER VENDRELL, MARIONA DALMAU, ANGELS GEIS, FPCEE NURIA ANGLES, MONTSERRAT PRAT AND REINA CAPDEVILA, FPCEE Blanquerna URL, Spain

The objective of this study is to collect new evidence from a neuroeducational perspective that supports the significance of free play for the children's integral development. Studies carried out during the period 2014-2016 in our research group show that, although the right to play is socially recognised, not all the schools in Barcelona (Catalonia, Spain) give children enough time to play. Vendrell, Dalmau, Geis i Anglès (EECERA 2015, 2016). We use neuroscience as the discipline of reference (Thompson Nelson 2001, Mora 2013, Bueno, 2016) to analyse our observations in the framework of Piaget and Vigotski's constructivism. We carried out a descriptive study of free play in children aged between 6 and 36 months in 4 free play situations, in natural contexts. To this purpose, we used the observational method based on video recordings of every play situation. The study was conducted using software LINCE (Gabin, Camerino, Anguera, and Castañer 2012). A consent form, including rights of image, and information sheet were provided to all participants (children's legal tutors and early childhood

school). Also they were given the opportunity to withdraw from the study at any time. The names of the participants were replaced by codes in order to guarantee confidentiality. Results show the richness and complexity of child behaviour in play from the neurological perspective, as well as its benefits in the development of creativity, autonomy, and peer learning. We intend to extend this study to older children and to make free play present in schools, even beyond the 6-year-old stage.

Keywords: neuroeducation, free play, right to play, early childhood school, development

#### **SYMPOSIUM SET I / 80**

##### **The 5 year olds as co-creators in spatial transformations of the toddlers play environment**

ANETTE SOFIE BERNSEN, NLA University College, Norway

This project seeks to investigate the educational possibilities of engaging children as co-creators in the artistic processes of transforming the physical environment of ECE in the direction of the toddlers' play environment. Previous research on pedagogical, physical environments and children's construction of subjectivity, by Elisabeth Nordin-Hultman (2004), and from Hege Hansson (2016), underpins my study. The theoretical framework is created by philosopher Hans-Georg Gadamer (2010) and psychologist Gert Biesta (2015). This study is based on action research and participant observation in ECE, in a period of eight weeks. It involves active participation from the children and the pedagogues to transform a spatial environment. Data sources is video documentation from key events in the different processes, notes and logs from observation and conversations with the children and pedagogues. Data from the video documentation of the children in action during the creative processes, with a hand held camera were analysed, together with notes and logs. An official approval from parents and the pedagogues was demanded by NSD for the gathering of personal data in this study. NSD is the Data Protection Official for Research for all the Norwegian universities. The children's own ideas and opinions were materialised and they seemed to find themselves taken seriously and visible. New friendships were formed. Signs of empathy towards the toddlers were shown. The teacher's role was important. The importance of play in the creative process was demonstrated. During this research period, democratic perspectives and principles has been emphasised and experienced by the children.

Keywords: physical environment, play, transformation, participants, democracy

#### **SYMPOSIUM SET I / 81**

##### **Play, learning and the indoor environment in ECE**

MIA HEIKKILÄ, Mälardalen University, Sweden

This project focuses on the environment layout and design and the goal is to find innovative ways to promote inclusive, norm-breaking play. The project aims to rebuild preschool physical spaces together with preschool staff and children in a learning process that examines, understand and alter the standards at the preschool that prevent all children from equal play. Research clearly shows how the indoor environment affects children's learning and play (Säljö, 2005, Seland, 2012, Becher & Evenstad, 2012). For example, in older preschool built in the 60s, it is not unusual that the rooms hinder communication and interaction, restrict certain types of play to some rooms and makes toys or spatial practices not conducive to the curriculum for the preschool. By combining the knowledge and experience from education, architecture, norm critical work and design, the project has the potential to achieve innovation through new knowledge combinations, with an interactive approach. More specifically social semiotic multimodality is used as a basic understanding of learning. A combination of photo-elicitation, interactive participative methods and concrete rebuilding of the indoor environment is used. Parents, preschool personnel and the children have been included in all parts of the project. Written consent from parents of participating children have been collected. This work in progress clearly show how the environment affect possibilities of play and risk to restrict what play that can occur. The results from this study will be possible for other early childhood education settings to use when planning and organising indoor environments.

Keywords: play, learning, gender, indoor environment, multimodality

#### **SYMPOSIUM SET I / 82**

##### **Actualised affordances of artefacts in children's play and other interactions in a mobile preschool**

CARINA BERKHUIZEN, Uppsala University, Sweden

In an ongoing qualitative study in a mobile preschool in south of Sweden one of the research aims is to study affordances, related to artefacts, in children's interactions such as play. In the mobile preschool children and their pedagogues travel every day in a bus to chosen environments within a city and its surroundings. The study is a part of the national project "A citywide classroom: Time-space aspects of mobile preschool pedagogy" (Gustafson, 2015). Swedish mobile preschools are a new phenomenon (Gustafson & van der Burgt, 2015). Not much research is yet done in this particular area. Therefore this study will be built on earlier research about children's affordances in different physical environments (i.e. Engdahl & Årlemalm-Hagsér, 2010, Kyttä, 2004, Ånggård, 2009). The approach of the study is ethnographic and explorative. The analytical tool "artefact", from a sociocultural perspective, is used together with the environmental psychological concept "affordance". Ethnographic data, mainly video-recordings and field-notes, have been generated through fieldwork in two coherent periods with participant observations. With an emphasis on children as being active agents (Corsaro, 2015), applying an abductive

approach, one focus in the analysis of the data is how different artefacts were used in children's interactions. Ethical considerations have been made, among other things consents from all participants have been secured. Affordances, related to artefacts in the mobile preschool, which is actualised by the children in spontaneous play and other interactions will be discussed. There are pedagogical implications through widened knowledge about children's affordances in different environments.

Keywords: affordances, environment, interaction, play, mobile preschool

#### **SYMPOSIUM SET I / 83**

##### **Teaching and Play - Early Childhood Teachers perspectives**

HELENA LUÍS AND MAGDA ANTUNES, Instituto Politécnico de Santarém, Portugal

The purpose of the present on-going study is to investigate early childhood teachers' perspectives about the use of play for promoting learning and development. This research is a result of a study, made within a community of practice for research and curriculum development, involving teachers, cooperating teachers and students of a Portuguese School of Education. The common interest is the focus on Imagination and Play in Education. The Portuguese curriculum guidelines for early childhood Education sustains that play should be valued for learning and development (OCEPE, 2016). Nevertheless many students observations of early childhood contexts relate that teaching is mainly centred in activities for the all group of children, teacher directed, so perhaps the role of play has been misunderstood. The early childhood teacher's pedagogical role in play has been re-thought in the light of new theoretical understandings of play (Rogers & Evans, 2008, Fler, 2010, Bruce, 2011). The study includes early childhood teachers in different stages of professional development. A survey through on-line questionnaire was made to 100 participants. Personal anonymity was central to gain reliable information. Discussion will focus on these issues: - early childhood teachers' conceptions about play, - relation between play and learning, - role of play in planning and curriculum development, - evidence of child learning through play in evaluation. Results will be discussed in the community of practice and impact on curriculum development for those involved should be expected.

Keywords: play, learning, teaching, child, early childhood teacher

#### **SYMPOSIUM SET I / 84**

##### **The path to achieving high-quality ECEC in Taiwan: Policies review between 2000-2016**

YVONNE LIU (1) AND YULING HSUE (2), (1) Minghsin University of Science & Technology, Taiwan; (2) National Tsing Hwa University, Taiwan

The purpose of this study is to review major ECEC policies in Taiwan from 2000 to 2016. When pursuing high-quality early childhood education is the international trend worldwide (UNICEF, 2007, The Economist Intelligence Unit, 2012, EACEA, 2014), there is also a significant change from millennium in Taiwan. However, there is lacking an overview of those policies and how they lead ECEC to achieve high quality. Ecological systems from Bronfenbrenner is taken as the conceptual framework to see how policies influence the ECEC context in Taiwan. In this research, the qualitative approach was adopted and literature review was taken as the main method. Government regulations, publications, relate documents and researches about ECEC in Taiwan that show influential elements from mesosystem, exosystem, and macro systems were gathered and analysed to form the whole picture. There is a limit ethical consideration in this study due to the research method. Findings are, firstly, Children and Care Act is the legislative foundation in Taiwanese ECEC development. Secondly, according to this act, centurial and local policies were conducted from 2012. ECEC Curriculum Framework played a major role in triggering relate strategies. Thirdly, learning myths and the insufficient public preschools are challenges in the developing path of ECEC in Taiwan. The Early Childhood Education and Care Act made a sound basis in the developing path to achieve high-quality ECEC in Taiwan. Along with the clear policy and significant improvement in ECEC, there are still challenges from the context which need to be seriously considered.

Keywords: policy review, Taiwan, ECEC, quality, curriculum

#### **SYMPOSIUM SET I / 85**

##### **Reading and writing in ECE: Contributions to the policy of teacher training in Brazil**

MARIA FERNANDA REZENDE NUNES (1), MONICA CORREIA BAPTISTA (2), RITA DE CÁSSIA DE FREITAS COELHO (3), VANESSA FERRAZ ALMEIDA NEVES (2) AND ANGELA MARIA RABELO FERREIRA BARRETO (4), (1) Federal University of the State of Rio de Janeiro, Brazil; (2) Federal University of Minas Gerais, Brazil; (3) CAED, FJF, Brazil; (4) Consultant, Brazil

Our project aimed to elucidate the role of literacy in ECE, highlighting the theoretical, political, ethical and aesthetic issues that surround the theme. We expand the "Pedagogy of Relations", that is, those in which children are perceived as participants actively involved in the co-construction of their own knowledge and identity and also of their group (Dahlberg, Moss, Pence, 1999). Dialogism, aesthetics and art (Bakhtin, 1992, 2000) were important references for understanding language in this process. Vigotski (1934/2000) helps us to understand that there is a close relationship between the person's words, thought and experiences. We developed two investigations: (i) The first one analysed educational practices in six Brazilian public ECE schools, (ii) The second one mapped Brazilian academic research between 1973-2013 on the subject of

literacy in ECE. We assume that teacher's practices and academic research can be discussed to create new educational possibilities and to expand theoretical frameworks. Our investigations pointed to the contradictions among teachers and researchers: either literacy is regarded as an autonomous model (Street, 1984) or it is completely placed aside as a theme that concerns only Elementary schools. The results of the research subsidised the proposal of a teacher training course, with its own didactic material composed by ten books. One of the methodological assumptions of the pedagogical material elaborated was to provide the articulation between science, art and life, bringing a unity of meaning in which the teacher can relate theoretical-scientific knowledge with different artistic-cultural manifestations to their daily life in ECE.

Keywords: literacy, ECE, teacher training, oral and written languages, pedagogy of relations

#### **SYMPOSIUM SET I / 86**

##### **Early childhood special education - How has it changed since 1990's?**

PÄIVI PIHLAJA AND MARITA NEITOLA, University of Turku, Finland

The aim is to examine the structural changes in early childhood special education (ECSE) in municipal level from 1997 to 2016 in Finland. How have the resources and services changed over time? What kind of special needs children have today and have the needs changed? Accordingly to earlier studies (Pihlaja 1997, Pihlaja et al 2010) children with special needs are in unequal position depending on the municipal they live and also depending on the child group. The core values behind inclusive education are equality and appreciation of difference (Booth 2011, UNESCO 1994). The implementation of these values emphasise equal access, joint services and resources that are needed to give a child the support he/she needs (Ainscow & Miles 2009, Mazurkiewicz 2013). This study is a quantitative comparative follow-up study that have data from Finnish municipals and the situations concerning ECSE from the years 1997 (N=180) and 2016 (N=131). In this study we have not information of children nor their families. The data gathered of municipal services and practices are not published in a way that the municipal can be identified. The structure of ECSE services have changed. The amount of children with special needs is more complicated today that is has been earlier. Municipals have different kind of structure concerning support. There are also changes concerning the needs children have today comparing to the year 1997. By these results both municipals and the state can improve the services focused to children with special needs.

Keywords: early childhood special education, special needs, provision, services, follow-up study

#### **SYMPOSIUM SET I / 87**

##### **Compulsory schooling at four-year-olds in Brazil: Democratic access to a quality ECE?**

JORDANNA CASTELO BRANCO AND PATRÍCIA CORSINO, Universidade Federal do Rio de Janeiro, Brazil

This paper discusses the relationship between compulsory preschooling and the democratisation of educational quality in Childhood Education in Brazil. Explored questions of public policies and the quality of access to preschool. The references are the studies of public policies on Childhood Education in Brazil (Corsino, Didonet and Nunes, 2011, Kramer, 2009), relationship between childhood education and care and compulsory preschooling (Moss, 2011) and the quality and availability in the context of the Childhood Education (Bondioli and Savio, 2013, 2014). It is a qualitative research of an interpretative paradigm. The data of the demographics censorship from Brazilian Institute of Geography and Statistics (IBGE) and the data from the school censorship from Nacional Institute of Study and Educational Research (INEP) will be analysed focusing on access to preschool and its conditions. All of data and documents produced by the Ministry of Education are available online. The research showed that there was a significant increase in the enrolment of children aged 4 and 5 years old in Early Childhood Education in Brazil (from 62,7% in 2005 to 90% in 2015), but neither universalisation access, nor infrastructure quality were reached. The majority of children without school at 4 years old is poor, lives in the northeast region of the country and is black or brown. In a country marked by social inequalities, there is the need to increase public investment in provide universal access of preschool and improving the quality of educational supply (infrastructure, teacher training, educational proposals, evaluation, working conditions).

Keywords: ECE, democracy, quality, compulsory, preschool

#### **SYMPOSIUM SET I / 88**

##### **Food, making them and us: Gastronationalism in municipal meal policies in child care**

SARAH DAMGAARD WARRER AND JONATAN LEER, Aarhus University, Denmark

Based on a discourse analysis of Danish Municipal meal policies, this study addresses the research question: How is the concept of meals construed in municipal policies on child care? Previous research focuses on content-related themes, which singles out ethnic minorities as a separate theme, neglecting underlying discourses (Andersen et al., 2004, COWI, 2007). The theoretical framework emerged out of the conception of gastronationalism by Desoucey (2010) and Dahlberg, Moss and Pence's (2013) postmodern perspectives on plurality, diversity and the recognition of no universal truth. Based on these, we developed a diversity continuum model between national conservative and cosmopolitan positions, which completes our theoretical framework. This is a poststructural Laclau and Mouffe (1985) discourse analysis exploration. Out of the 98 total municipalities in Denmark only 63 have a meal policy. The data source contains these 63 policy documents retrieved from

the municipalities homepages. The study concerns analysis of publicly available policy data. Current ethical guidelines at Aarhus University have been followed. The study identifies three discourses that create a barrier between "them" and "us", and where children and parents are labelled as illegitimate on the basis of their religion: Danish dishes equal a healthy diet, Danish food tradition unifies Denmark as a homogeneous group of people who eat pork as opposed to those who do not, and lastly, the meal is used as education for normalisation. This study contributes to the debate concerning the relationship between minority and majority groups, and the purpose of ECEC.

Keywords: meal policy, gastronationalism, hegemony, diversity, plurality

#### **SYMPOSIUM SET I / 89**

##### **Bringing law to life! Understanding legislation around SEND**

SANDRA MOLE, Pen Green Centre for Children and their Families, United Kingdom

Staff, volunteers and parents joined weekly study groups completing a training course about legislation on special educational needs and disabilities (SEND). Parents' understanding of SEND legislation was developed upskilling them as advocates able to secure appropriate support for their children's needs. Building on Pen Green's model of parent participation (Whalley, 1997) we sought to help those in our community to access pieces of legislation, learn how to read and decipher them and make links between law and their lives. The study drew on theories such as Knowles's Andragogy (1970), demystifying the law (Cheminais, 2014) and working with parents as equal and active partners (Armstrong and McKinnon, 2014). Students who attended the training had a meeting with a tutor to talk through the content followed by a session to agree a group contract. Impact of training was then reviewed with options of questionnaires or face-to-face interview. Questionnaires and interviews have been anonymised, individual settings or families are not identifiable from examples of impact. The study groups reflected our andragogy, sessions were informal yet informative, honoured the experience and skills of all and offered clarity in a complex field. Course completers talk with confidence about children's rights and feel enabled to challenge shortcomings in SEND policy and practice. Students are keen to understand more about other areas of the law and what was learnt is being filtered into further training with others. Those involved in the lives of children with SEND feel able to defend their rights from a secure knowledge base.

Keywords: advocacy, SEND, law, adult education, equality

#### **SYMPOSIUM SET I / 90**

##### **Determination of the prevalence of overweight and obesity of children in preschool education: İzmir Province case**

SIBEL SÖNMEZ, Ege Üniversitesi, Turkey

The aim of the study is to determine the prevalence of excess weight and obesity in preschool children. The CDC defined overweight as at or above the 95th percentile of Body Mass Index (BMI) for age and "at risk for overweight" as between 85th to 95th percentile of BMI for age (Ogden & Fliegel 2010, Must & Anderson 2006). Majority of preschool-aged children are enrolled in some form of childcare during the day. Childcare may have tremendous potential for reducing overweight/obesity through the promotion of healthy diet and physical activity (Copeland, Kendeith, Saelenes, Kalkwarf & Sherman, 2012, Story, Kaphingst & French 2006). The study was conducted in a total of 16 pilot preschool in the scope of the project "Let's move fun and eat healthy" project implemented in partnership with İzmir Provincial National Education Directorate and Pınar Institute. A consent form and information sheet was provided to for parents. Families and children were given the opportunity to withdraw from the study at any time. Also necessary legal permissions have been taken to the Ministry of National Education. Total of 741 children (375 girls (50.6%) and 366 men (49.4%) between 37-84 months old attend to study. When the Child Body Mass Index criteria of the Ministry of Health, Public Health Institution of Turkey, Obesity, Diabetes and Metabolic Diseases Department were examined, 8.3% of the children were weak and very poor while 22.9% were overweight or obese. Consideration of nutrition and physical activity in childcare arrangements may be worthwhile for developing childcare programmes and policies that would be better adapted to children's needs.

Keywords: overweight, obesity, preschool, school nutrition, prevalence

#### **SYMPOSIUM SET I / 91**

##### **Reactions of preschool children to the hospitalisation**

ZLATKA CUGMAS AND ANIKA SMEH, University of Maribor, Slovenia

The purpose of the empirical part of the study was to find out the reactions of preschool children to the disease and hospitalisation. Children in different age groups have differing perceptions of illness and hospitalisation (Adamek et al., 2009; Anžič et. al, 2009; Klemenčič, 2012, Kornhauser & Seher Zupančič, 2013). The experience of hospitalisation due to separation from parents considered from the perspective of attachment theory. 84 parents (64 mothers) of 84 hospitalised children (47 girls) and 46 nurses, employed at the Hospital Departments for Children, responded to questionnaires. The children ranged in age from three to six years. The study was approved by the ethics committee. We found significant differences in the frequency of different behaviours expressed during the various stages of the hospitalisation process. Unadjusted forms of behaviour are most commonly expressed at the child's hospital admission, and the least commonly expressed at the discharge

from the hospital. We discovered whether there are differences in the child's perception of the hospitalisation according to gender, age, type of disease, parent's presence in the hospital and previous experiences with hospitalisation. As expected, the differences in the behaviour were expressed between the age groups. However, differences regardless of other independent variables were not statistically significant. We found that Slovene hospitals are adapted to preschool children's needs (children are visited by a hospital teacher, playroom is available, parents rooming-in is permitted) and that the child and the family have appropriate help at disposal if the child has difficulty adjusting to the hospital.

Keywords: preschool children, parents, hospital teachers, hospitalisation, children's needs



# POSTER SYMPOSIUM SET II

## THURSDAY 31<sup>ST</sup> AUGUST

### 15:20 – 16:40

#### SYMPOSIUM SET II / 1

##### **The adaptation of parents during their children's school transition from kindergarten to elementary school in Japan**

SAYURI NISHIZAKA, KEIKO GONDO, YASUKO MURAKAMI AND SUZUKO AYANO, Kyoritsu Women's University, Japan

This study examined the relationship between general competence as a parent and the parents' adaptation during their children's school transition from kindergarten to elementary school. The adaptation of children during their school transition from kindergarten to elementary school is one of the latest research topics in Japan. In the transition process, parents are also challenged to adapt their identity into a parent of an elementary school child. However, in past studies, there has not been sufficient focus on the adaptation process of parents. This study is novel and exploratory study in order to create theoretical and conceptual framework. Ninety Japanese mothers were asked to answer a questionnaire one month before their children entered elementary school. The questionnaire included 27 items on general competence as a parent and 18 items on the parents' attitudes toward parenthood of elementary school children. The participants were explained the purpose of the study in advance to the survey. They were also notified that their responses on a questionnaire will be kept confidential. The results indicated that mothers who acquired more flexibility, diverted perspectives, and meaning in life after having become parents had significantly more positive attitudes toward the transition process. Also, mothers who already have a child in elementary school thought that they would change positively as their children enter elementary school compared to mothers whose child is the first child of the family. Further discussion will be made on how to support parental adaptation during their children's school transition.

Keywords: parents' adaptation, children's school transition, general competence as a parent, kindergarten, elementary school

#### SYMPOSIUM SET II / 2

##### **Japanese teachers' attitudes to collaboration between ECEC settings and elementary school: Continuity from nursery school and kindergarten to elementary school**

HARUKO ICHIZEN (1), KIYOMI AKITA (2) AND MIWAKO AMANO (2), (1) Kyoritsu Women's Junior College, Japan; (2) University of Tokyo, Japan

This study investigated teachers' recognition of the benefits of transition practices between preschool- and elementary-level educational organisations. OECD (2006) showed the importance of teachers' collaboration for children's transitions. However, several studies have demonstrated that preschool and elementary school teachers had different views about transition practices (Yeboah, 2002, Choy & Karupiah, 2016). Therefore, this study explored the views of teachers in Japan. The relationship between early childhood education and care (ECEC) and compulsory school education served as the conceptual framework for this research. To collect data, a questionnaire survey with closed and open questions was conducted. In total, 125 nursery and kindergarten teachers of 5-year-old children and 47 first-grade teachers completed the questionnaire about the benefits of transition practices. We explained our purpose to the teachers beforehand and gave them the results after the study. The names of teachers were anonymous. First, we found that the benefits of certain forms of collaboration were more widely recognised by teachers in ECEC settings than by elementary school teachers, whereas other forms of collaboration showed the opposite pattern. We also showed that collaboration offers benefits not only to the children who are undergoing an important transitional stage but also to those in ECEC and elementary school settings. The implications for practice are that affording opportunities for teachers to share effective transition practices has led to successful transition.

Keywords: transition to school, preschool teachers, elementary school teachers, teachers' views, benefits of transition practices

#### SYMPOSIUM SET II / 3

##### **A cross-cultural study on language education practices for smooth transition from ECE to CSE: Comparison between Belgium, US, and Japan**

ASATO YOSHINAGA, Kokugakuin University, Japan

The aim is to explore how differences in teaching methods leads to those in transition between Belgium, US, and Japan. My research (2016, 2017) hinted that teaching methods in ECE (Early Childhood Education) and CSE (Compulsory School Education) create differences in transition between three countries investigated. The theoretical framework for this research draws upon findings of transitions in some countries (Moss, 2013, Margretts & Kienig, 2013). Many differences exist between ECE and CSE in some countries (OECD, 2006), so that they should cause some disconnections (Moss, Margretts & Kienig). Nine ECE and CSE teachers respectively participated for each country. Eighteen classes were audio-recorded. Teachers' initiations were analysed using Mehan's (1979) IRE sequences. Other teaching methods were categorised by the KJ method.

The University Ethical Committee approved and all the participants permitted the research design by consent form. In all the countries, type-G (Initiations where teachers were certain that children would answer correctly) was dominant in ECE. In US type-M (Initiations where teachers were uncertain whether children would answer correctly) increased in CSE while type-G was still prominent in Belgium and Japan. In Belgium, however, teaching methods were similar in ECE and CSE, suggesting teachers were conscious of continuity from ECE to CSE. Calibrating teaching methods might enable the three countries to achieve smoother transition: Japanese and Belgian teachers should ask more type-M in CSE, while in US more type-G can create affable atmosphere in ECE. In Japan more attention should be paid to differences of teaching methods associated with the transition.

Keywords: transition, Belgium, US, and Japan, language education, teaching methods, initiation types

#### **SYMPOSIUM SET II / 4**

##### **How to facilitate active learning for smooth transition from kindergarten education to elementary school education**

TAKASHI OGAWA AND TOSHIKI MORI, Okayama University of Science, Japan

The aim of this study is to investigate how to facilitate active learning in reading classes of elementary school by comparing teaching style between expert and novice teachers. Japanese Ministry of Education has recently proposed that facilitation of active learning is important for smooth transition from kindergarten education to elementary school education. Thus, fostering active learner is the most important challenge today. Classroom discourse of reading class administered by an expert teacher and a novice teacher was audio-recorded and analysed in terms of article grammar, i.e., a revised version of story grammar (Thorndyke, 1977). In both classes the same article about weather forecast was used as reading text. The results indicated that (1) teaching style of expert teacher was children-centred asking open question concerning deep structure of the text, while teaching style of novice teacher was teacher-centred asking closed questions concerning surface structure of the text, (2) in expert teacher class children's speech was directed to each other child and autonomous group discussion was carried out, while in novice teacher class children's speech was directed to teacher and group discussion was seldom carried out, and (3) children showed deeper understanding of text structure in expert teacher class than in novice teacher class. These results suggest that necessary conditions for active learning are autonomous learning, collaborative learning, and deep learning, and effective way to facilitate active learning is to encourage children to use metacognitive reading strategies such as organisational strategy, hypothesis-testing strategy, and so on.

Keywords: classroom discourse, active learning, metacognition, reading strategy, educational reform

#### **SYMPOSIUM SET II / 5**

##### **Coherence and continuity in transition between kindergarten and elementary school in Norwegian education**

KJERSTI SANDNES HAUKE DAL, NLA University College, Norway

The aim of the current study is to investigate the transition and connection between kindergartens and schools in Norway. More precisely, I have sought to answer the following research question: How are purposes and concepts of education expressed in kindergarten and school policy documents related to coherence and continuity between the two institutions? There are several studies about the relationship between kindergarten and school nationally (Hogsnes, 2010, Rambøll, 2010, Hogsnes & Moser, 2014) and internationally (Broström, 2002, Fabian & Dunlop, 2007). Many of the studies show that the coherence between kindergarten and school in the Norwegian education system is deficient (Broström, 2009, Rambøll, 2010). Document analysis of policy documents in the educational sector, within a discourse analytical approach. In the survey, I will make a document analysis of key political governing documents in kindergartens and schools. Primary documents will be so-called "white papers" (Meld.St.) and curricula for kindergarten and elementary school. I employ a discursive approach in the analysis of selected texts (Fairclough, 1992, Foucault, 1999, Jørgensen & Phillips, 1999, Veum, 2011), the purpose of which is to develop an understanding of the norms that underlie how meaning is created in institutional texts. Since these are official documents, there are no ethical considerations. Preliminary analysis shows that the subject of coherence in transition between kindergarten and school are treated differently considering purposes and concepts of education in the central steering documents. Lack of coherence and continuity between education in kindergarten and school will have consequences for children's holistic education.

Keywords: education, continuity in transition, political document, discursive analysis, kindergarten and school

#### **SYMPOSIUM SET II / 6**

##### **Makeover in the hallway and other brainwaves - A study of pedagogical documentation among preschool teachers in Sweden**

ÅSA OLSSON AND LOTTA ÖSTERLING, Karlstad University, Sweden

The aim of the study is to explore the effects of preschool teachers' analyses of pedagogical documentation in professional learning communities, PLC. Previous research with significance to the study are e.g. Sommer et al. (2013) about child perspective in early childhood education and Sheridan et al. (2013) on systematic quality work in preschool. The study may

be placed within a theoretical framework of social studies of childhood, where children's agency is acknowledged as well as their right to have their voices heard. Further, the study draws on ideas about professional learning as suggested by Stoll (2011) and Timperley (2011). Empirical data is constructed within a project including 19 preschool-units. The data includes written documentation of PLC meetings (approx. 95), six focus group interviews, and field notes from meetings and communication with participants in the ongoing project. A content analysis of the collected data is carried out. Guidelines for research as described by the Swedish Research Council are followed and ethical aspects is taken into account, such as requesting informed consent and securing participants confidentiality. Preliminary results indicate that analyses of video-recordings serve both as eye-openers and as validation, and that instant changes are often made. As important, many preschool teachers give examples of long-term effects with regards to altered perceptions of children and children's knowledge. The project is part research, part school development, and the model is developed within the project in order to adjust to specific needs and conditions. Research results is implemented in preschool teacher training.

Keywords: pedagogical documentation, systematic quality development, children's participation, professional learning communities, learning dialogues

## **SYMPOSIUM SET II / 7**

### **Who qualifies as an early childhood teacher educator? International teacher educators' identity work in the U.S. sociopolitical context**

KYUNGHWA LEE (1) AND SOPHIA HAN (2), (1) University of Georgia, United States; (2) University of South Florida, United States

In this paper we, as international early childhood teacher educators working in U.S. higher education, explore two central questions: (a) Who are perceived to be qualified teacher educators? (b) What challenges do international teacher educators face and what contributions can they make? Research around teacher educators' identity and qualification is found mostly in multicultural or social justice education (Gorski et al., 2012, Han, 2016). Moreover, although recognising "funds of knowledge" brought by children and families from diverse backgrounds has been long-emphasised (Moll et al., 1992), few studies have approached early childhood teacher educators from diverse backgrounds with such perspectives. Du Bois's (1989) "double consciousness," Appiah's (1992) idea about identity, and Dillard's "spiritual strivings" (2006) served as our theoretical frameworks. Using autoethnography (Riessman, 2008), we conduct both narrative analysis of individual narratives and conversations between us and content analysis (Stemler, 2001) of anonymous course evaluations and recent EC teacher education position announcements. We pursue the rigor of this study with the heightened awareness of our responsibility for the integrity of the context and people interacting with us (Mendez, 2013). Recent emphases on clinical practice in teacher education unintendedly create a narrow context that denigrates the expertise of international teacher educators. The current U.S. sociopolitical context of anti-immigration may further marginalise international teacher educators as foreigners rather than as intellectual cultural critics (Ayers, 2010) contributing to creative solutions for educational issues. We propose balanced practice and policy that will allow appreciating teacher educators' diverse expertise and experience beyond national boundaries.

Keywords: early childhood teacher education, international educators, immigration, identity, global citizenship

## **SYMPOSIUM SET II / 8**

### **The singing kindergarten teacher student**

LENA SKJERDAL, Western Norway University of Applied Sciences, Norway

The aim of the project is to examine how kindergarten teacher students look at their own ability to, knowledge of and attitude towards singing before and after they attends the course Art, creativity and culture (ACC) and how their perception meets the expectations from the praxis field. The project builds on a separate pilot project. In addition to this we build on research showing that the teacher students' background and assertiveness in the arts influence how they later will teach the subject. (Bandura 1997, Russell Bowie, 2012, 2015 Gatt & Karppinen, 2014, Bamford, 2006 et al. ). The project is based on Bandura's theory of self efficacy (1997) and on art didactics which emphasises that one must be creative and practicing to teach others how to create and perform. 120 students answered questionnaires and a selection of supervisors were interviewed. We have done an qualitative analysis of the curriculum for the teacher education and for the Norwegian Kindergarten to get a basis of what the preschool teacher is required to do relating ACC The survey is anonymous and approved by Norwegian Centre for Research Data A preliminary analysis shows that there have been changes in the student's competence, knowledge and attitudes. We see that some students have had a positive change, while others have not. This research will have implications for how we teach singing in the Kindergarten Teacher programme.

Keywords: kindergarten teacher students, singing, music, art didactics, self efficacy

## **SYMPOSIUM SET II / 9**

### **The relationship between the quality of preschool child care institutions and teachers' teaching approach**

MAIRE TUUL, TIIA ÖUN, KELLI SAGEN AND HELENA HALJAS, Tallinn University, Estonia

The aim of the current study is to ascertain the relationships between the indicators of structural quality (the number of children in a preschool class, the work organisation of the class's personnel, the work experience of teachers, and the education of teachers) and teachers' pedagogical work practice. This study is related to studies aimed to find out which factors can promote child-centred education (see Haljas, 2016, Sagen, 2016). Various factors of the quality of preschool child care institutions influence the development of children and their future success in school (LoCasale et al., 2007). In the current research, the definition of quality relies on the concept of pedagogical quality (Pramling Samuelsson, Sheridan & Williams, 2006). Teachers' pedagogical practice is studied with the help of the Early Childhood Classroom Observation Measure (ECCOM), according to which teachers' teaching practice is observed in three dimensions- child-centred, teacher-led and child-led practice. The classroom activities of 46 teachers were observed by two observers during three hours in the morning. All teachers participated in the study voluntarily and the identities of all the participants remain anonymous. The results of the study revealed that there were statistically significant differences in teachers' pedagogical activities in relation to the number of children in the class, the work experience of teachers and the work organisation of the personnel in the class. This study helps us understand which indicators of structural quality may affect teachers' pedagogical practice and through this better support teachers in the implementation of child-centred education.

Keywords: quality, teacher-led practice, child-centred practice, child-led practice, ECCOM

## **SYMPOSIUM SET II / 10**

### **The professional agency in changing Finnish ECEC context**

HANNA HJELT, KIRSTI KARILA AND PÄIVI KUPILA, University of Tampere, Finland

This study has twofold aim: to describe changing work conditions of early childhood education and care (ECEC) and to explore ECEC practitioner's professional agency under these circumstances. As previous studies demonstrate sense of agency is key element in formation of professional expertise (Lipponen & Kumpulainen 2011). Agency is also suitable concept to investigate changing work conditions since it illuminates the interplay of individuals and social structures (Billett 2006.) Currently Finnish ECEC services are undergoing pedagogical policy reform, which has an impact on the educational work of ECEC practitioners. Meanwhile municipalities are required to make budget cuts, which also affects the work conditions. Professional agency is the ability to negotiate and affect work conditions and the contents of ECEC (Eteläpelto, Vähäsantanen & Hökkä, 2015.) This study is grounded on Social Constructionism and Discursive Psychology focusing on human action of discourse. The data consists of focus-group discussions of 24 ECEC practitioners and data is analysed discursively. Interpretative repertoire are used as analytical tools to scope different ways practitioners' construct their professional agency (Potter & Wetherell 1987) Ethical principles for good scientific practice (e.g., informed consents, confidentiality, and guarantee of anonymity) have been followed throughout the research. Findings suggest that financial effectiveness is prevailing discourse. It frames the ECEC work and defines the latitude of professional agency. This might lead to inconsistent interpretations of ECEC's pedagogical goals since practitioners' have difficulties to define their positions to negotiate pedagogical aspects. The findings imply need for discussions about sense of professional, pedagogical agency in ECEC work.

Keywords: professional agency, ECEC work, Finnish ECEC, discourse analysis, ECEC practitioners' perceptions

## **SYMPOSIUM SET II / 11**

### **Narrative coaching as a way to enhance professional development, cultural awareness and pedagogical quality from within**

KAAT VERHAEGHE, JOKE DEN HAESE AND GEERT DE RAEDEMAER, Erasmus University College Brussels, Belgium

The research creates a durable way to enhance pedagogical quality in ECEC starting from the narrative of the early childhood professional. Ideals about education, the role of the educator, the image of the child and the professional image influence pedagogical professionals in their intentions and actions. (Golombek, 2015). A clear understanding of meaning and values help clarify the goals that govern these actions (Stelter & Law, 2010). Narrative coaching focusses on a holistic approach using life stories to change beliefs and attitudes. Individuals act on the basis of implicit knowledge. We can make this knowledge available through conversation where one transfers the tacit knowledge into language thereby making actions reflective and present. (Stelter, 2007). This creates a cultural awareness which can be a point of departure for the creation of alternative narratives. Meaning-making is seen as a central dimension of the coaching dialogue (Stelter, 2009). Practical research using pedagogical design: ADDIE in a continuous cyclical process. Thematic analyses of coaching transcripts show critical moments in the coaching process. Anonymity and consent was guaranteed to create safety for participants. Narrative coaching then facilitates development of reflective spaces during the dialogue by focusing on values, meaning-making and space for the unfolding of narratives (phase 1: 'telling-the-story'). The process deepens the coachee's cultural awareness and creates a conscious professional identity. Through discovering other possible narratives the coach and coachee co-create new

understanding of pedagogical practice (Phase 2: "bringing the-story in the here-and-now"). Narrative coaching in ECEC delivers a new perspective to foster professional development.

Keywords: narrative coaching, professional development, cultural awareness, implicit knowledge, identity

## **SYMPOSIUM SET II / 12**

### **Continuing education of early childhood teachers: Between theory and practice, the experience woven in narratives**

LUCIANA ESMERALDA OSTETTO (1) AND GABRIELA ALVES DE SOUZA VASCONCELOS DOS REIS (2), (1) Universidade Federal Fluminense, Brazil; (2) SEMEC Itaboraí (RJ), Brazil

The research aimed to reflect on the continuing education of ECE teachers, listening to the teachers. As a game of balance between traditions, socio-cultural environment, political and social pressures and tensions, the process of teacher training presupposes social construction that runs throughout life, involving beliefs, values, professional and epistemological convictions. Understanding, likewise, that training is not limited to a pretended theoretical-technical rationality and implies much more than conceptual learning and methodological procedures, the research was based on the theoretical-conceptual contributions of (self) biographical approaches and life histories and training (JOSSO,2010, Nà"VOA,2016 ). Through narrative interviews with ECE teachers in south eastern Brazil, the generated data were organised in monads, narrative mode inspired in Walter Benjamin (1992). Contents related to the formative dimension involving theory and practice were identified and selected for discussion and analysis. All involved in the research were invited to complete and sign different, free and informed consent terms. The object of the narratives were the aspects related to the teaching activity: fundamentals of early childhood education, contents, teaching objectives, knowledge, factors related to their learning and the role of the teacher. The results point to conceptual and formal issues related to continuous training proposals, serving as indications for the formulation of public policies for professional qualification: training is a place to think and reflect, to share knowledge and experiences, It can not only be a pass-through of methodologies, but space-time of study, Theory and practice are articulated by putting into dialogue daily routine and theoretical references.

Keywords: early childhood education, continuing education, theory and practice, autobiographical narratives, teacher education policies

## **SYMPOSIUM SET II / 13**

### **Characteristics of preschool teachers: A Vignette study**

SADIYE KELEŞ (1) AND ÖZLEM YURT (2), (1) Sakarya University, Turkey; (2) Karadeniz Technical University, Turkey

The study aims to investigate preschool teachers' professional characteristics. As in all other teaching specialties, the characteristics that preschool teachers (PT) need to possess are also open to debate. Consensus is reached, however, on the view that teachers' previous experiences influential on their professional choice, their knowledge of child development, their beliefs, and their self-esteem are essential for high-quality learning settings. The conceptual framework is based on Colker's (2008) 12 teacher characteristics. The research is structured around the phenomenological approach, which is one of the qualitative research designs. Criterion sampling was used for the selection of the participants. For data collection, a semi-structured interview form composed of various vignettes. The vignettes were created in a way that reflected the 12 different characteristics of a teacher (passion, perseverance, willingness to take risks, pragmatism, patience, flexibility, respect for diversity, creativity, authenticity, love of learning, high energy, and sense of humour) proposed by Colker (2008). The vignettes developed by the researchers were evaluated by three specialists in preschool education and tested for intelligibility in a pilot study with five PT. 54 participants volunteered to take part in the study. The privacy and confidentiality of the participants' personal and institutional information was taken into account. Therefore a nickname was created for each participant. The study concludes that preschool teachers demonstrate a sufficient degree of flexibility but prove inadequate in terms of love of learning and pragmatism. The findings of this study are expected to shed light on preschool teachers' education policies.

Keywords: teacher characteristics, quality, preschool, vignette, holistic rubric

## **SYMPOSIUM SET II / 14**

### **Adapting integral methodological pluralism as a tool to investigate professional identity in emerging early years teachers and the impact of Early Years Initial Teacher Training (EYITT) in the UK**

JO TRAUNTER, University of Hull, United Kingdom

This paper focuses on the introduction of the undergraduate Early Years Teacher professional qualification (EYITT) in relation to students' notions of their developing professionalism within the sector. Integral approach is a meta-level perspective on knowledge, method, learning, and doing. Students are not only learning about their own identity but adopting a critical perspective on how their own beliefs, assumptions and values fit into the system of developing a professional identity. The study utilised Wilber's integrated theory (AQAL) (2006) as a methodology for the holistic mapping of multiple perspectives. This post-structural, qualitative research study investigated the reflections on personal professional identities of nine EYITT students. Data was collected utilising an online bulletin board focus group, a diamond ranking activity and a policy analysis

of the More Great Childcare document (2013) Participants received a letter outlining the research and a consent letter inviting participants to be involved in the study. An information meeting facilitated full understanding of the purpose and implications of the research. All participants considered their status would be enhanced if there were greater public awareness of their work and if the policy rhetoric reflected the rewards offered to early years teachers in relation to pay and opportunities. This paper utilised the integral approach, not just to present a new set of beliefs about knowing, but also to present a clearer articulation of new ways of being and making meaning. These capacities are desperately needed to meet complex and multi-faceted issues concerned with professional development in the ECEC workforce.

Keywords: professional identity, workforce, integral theory, quadrant mapping, training

## **SYMPOSIUM SET II / 15**

### **A study on teachers' perceptions about in-service training programme for at-risk young children from disadvantaged families in South Korea**

YOUNWOO LEE (1), JEONGHWA LEE (1) AND KYEONGMIN LEE (2), (1) Pukyong National University, South Korea; (2) Dong-Eui University, South Korea

A purpose of this study is to investigate preschool and kindergarten teachers' perceptions about in-service training programme for at-risk young children from disadvantaged families in South Korea. A number of studies (Choi, 2011, Laffey, et. al, 2003) reported that at-risk young children from low-income families or from multicultural families tend to show delays in developmental areas. To implement developmentally appropriate practices, preschool teachers should consider developmental characteristics and individual differences in young children from disadvantaged families (Turnbull, et. al, 2009). Also, in-service training programme should be provided to support teachers' practices for those children. Subjects of this study were 228 preschool teachers from three cities and modified questionnaires were distributed. The data were analysed by dividing teachers with two groups according to their teaching experiences in at-risk young children. All participants were well informed of purpose of the study and ethical rights or issues by signing on the consent form. The results found that majority of teachers responded on the necessity of the teacher training programme. A half of teachers reported that the programme should support them to understand the characteristics or behaviours of at-risk young children. Teachers preferred combination of large and small group, use of media and discussion, and a total of 10 hours to implement the programme. Significant differences were not found between teachers with teaching experiences in at-risk young children and without. Implications were suggested in terms of developing in-service training programme to preschool teachers for at-risk young children from disadvantaged families.

Keywords: at-risk young children, teachers' perceptions, in-service training programme, preschool teachers, disadvantaged families

## **SYMPOSIUM SET II / 16**

### **A study of the relationship between preschool teachers' sensitivity and social support in Taiwan**

MIAOJU TU (1) AND FANG YU (2), (1) Fu Jen Catholic University, Taiwan; (2) Affiliated preschool of Hulu Elementary School, Taiwan

The purpose of this study was to investigate the relationship between preschool teacher's sensitivity and social support. Jin & Nirmala (2012) indicated that adults' sensitivity to children's understanding was associated with more appropriate scaffolding. Based on attachment theory, positive teacher-child relationships can act as a protective factor against negative developmental outcomes for children at risk due to adverse caregiving experiences. We used questionnaires as the research method, research tools included Caregiver Interaction Scale and Social Support Scale. Teachers were invited from the preschools in Taiwan Taipei completed 566 valid questionnaires. The collected data was analysed with SPSS software package. The consent process ensures that participants are participating voluntarily in this study. In the consent form, the confidentiality of the data will be maintained. The results showed that the degree of preschool teacher's sensitivity was high, the degree of harshness was medium-to-low and the degree of social support was medium-to-high for preschool teachers in Taiwan Taipei area. According to relevant analysis, there were significant positive relations between preschool teacher's sensitivity and social support factors: emotional & informational support, instrumental support, and appraisal support, there were significant negative relations between preschool teacher's harshness and social support factors: emotional & informational support and appraisal support. According to simple regressions analysis, there was a significant prediction of preschool teacher's sensitivity within preschool teacher's emotional & informational support, appraisal support, on-job training hours, salary etc. All of the factors explained 27% variance. The suggestions based on these findings were provided for preschools teachers, educational institutions, and future studies.

Keywords: preschool, teacher's sensitivity, social support, preschool teacher, Taiwan

## SYMPOSIUM SET II / 17

### **"All for one and one for all": Partnerships between educators make a positive impact on learning**

DAVID MARTIN, Goodstart Early Learning, Australia

The aim of this action research study was to examine the relational issues at a metropolitan early learning service. Child-educator and educator-family relations are a natural focal point of partnerships in early childhood, with outcomes for children more likely achieved when educators build strong partnerships with families (DEEWR 2009, Flottman, McKernan and Tayler, 2011). However, there is an absence of literature about the impact weak educator-educator partnerships may have on the quality of the educational programme. Weak educator-educator partnerships don't reflect collaboration which is central to professionalism (Dalli, 2008). Engendering professionalism among staff is important in improving staff collaboration and the quality of the educational programme to children (Lumsden, 2005, Bruder, 2010). The National Quality Standard emphasises the importance of staff relations that support professional inquiry and reflective practice in providing children with quality early learning and care and a strong educational programme (DEEWR 2009). This Action Research used a pragmatic mixed methods approach combining staff surveys and focus groups. Participation in focus group discussion was voluntary. The survey was anonymous. The study revealed an absence of affirming and supportive partnerships between educators at the centre. This resulted in a surviving culture rather than a thriving culture. Coupled with staffing ratio challenges, the prevailing culture within the centre affected development of relationships between educators, putting at risk the quality of educational programmes at the centre. As an Action Research Project, this research identified areas for improvement in educator-educator relationships that will better support relationships with children, families and community.

Keywords: professionalism, partnerships, culture, quality, relationships

## SYMPOSIUM SET II / 18

### **Stakeholders views towards collaboration between preschools and universities**

SVAVA MÖRK AND ARNA H. JONSDOTTIR, University of Iceland, Iceland

The aim of this study is to analyse how stakeholders' in preschool teacher education in Iceland, experience partnership between universities and practice field. The study is based on literature on collaboration and partnership in teacher education (Bjarnadóttir, 2015, Halvorsen and Smith, 2012, Korthagen, Loughran and Russel, 2006, Smith, 2016, Ulvik and Smith, 2006, Zeichner, 2010). The study draws on Halvorsen's (2014), Zeichner's (2010) and Smith's (2016) definition of partnership in teacher education, mainly the connection to the practice field. Data was collected from 10 focus groups. The groups consisted of, preschool teacher students (two groups - on site and long distance students), university teachers, mentors and preschool principals. The interviews were transcribed and analysed in NVivo 11. All participants were informed of the purpose of the study, made aware that their responses were confidential and their informed consents obtained. Preliminary findings indicates that there are differences between the universities in Iceland and how they collaborate with the field. The majority of stakeholders view students as bridges between the two spaces, but students do not experience that. Distance students at the University of Iceland feel neglected and not as important as on site students. The lack of dialogue and a disconnection in preschool teacher education is forming a gap, and creating the third space to bridge the disconnection between theories and practice is relevant in teacher education today. By looking at the current situation and stakeholders views towards collaboration, the platform to form a third space starts.

Keywords: preschool teacher education, field practice, third space, collaboration, stakeholders

## SYMPOSIUM SET II / 19

### **SIA-ProD project: An innovative self-improvement approach for the professional development of early educators**

ATHANASIOS GREGORIADIS (1), OLGA KOULI (2), VASILIS GRAMMATIKOPOULOS (3), MICHALIS LINARDAKIS (3), EVRIDIKI ZACHOPOULOU (4), KALLIA TROULI (3), NIKI TSANGARIDOU (5), ELENI XENI (6), NICOLA CATELLANI (7), DANIELLE CHITTI (8), MICHAEL GLUEER (9), FANI STYLIANIDOU (10), KATERINA KROUSSORATI (1) AND ANASTASIA VATOU (1), (1) Aristotle University of Thessaloniki, Greece; (2) Democritus University of Thrace, Greece; (3) University of Crete, Greece; (4) Alexander Technological Educational Institute of Thessaloniki, Greece; (5) University of Cyprus, Cyprus; (6) CARDET, Cyprus; (7) SERN, Italy; (8) Municipality of Imola, Italy; (9) University of Bielefeld, Germany; (10) Ellinogermaniki Agogi, Greece

The aim of the project "An innovative self-improvement approach for the professional development of early educators" is to develop an alternative approach for the training and professional development of early educators. This project has been funded with support from the European Commission [Project number: 2016-1-EL01-KA201-023420]. The project will implement an innovative technique named Discrete Choice Modelling (DCM). DCM is widely used in marketing, biostatistics and other scientific areas, while its use in education is still very sparse. This project will focus on developing the tools, evaluation methods and training materials to promote early educators' self-improvement. The usefulness of the discrete choice models is that it reveals the real and actual preferences of the decision makers, by extracting their representations about a topic. DCM will be implemented to develop a self-assessment instrument for the way educators teach physical educational activities. This study will apply a mixed method model of teachers' further training that will combine both elements of theoretical training and practical experience. The project is funded by European resources and has ethical approval from the European Commission. Main finding or discussion include:

-Development of an instrument for self-assessment; Provision of feedback to early educators about their teaching profile; Development of the Self-Improvement educational package; Provision of an open access innovative in-service training method to the European early childhood education community. The project aspires to develop an easy, individualised, and low cost method for in-service training of educators. Such a methodology can be expanded in the future in a wide range of ECEC domains and dimensions.

Keywords: early childhood education, self-assessment, professional development, discrete choice modelling, early educators

## **SYMPOSIUM SET II / 20**

### **The development of the Teacher Self-Assessment Assistant (TSAA). A tool for the self-assessment of the educators' physical activity practices in early childhood education\***

VASILIS GRAMMATIKOPOULOS (1), ATHANASIOS GREGORIADIS (2), OLGA KOULI (3), MICHALIS LINARDAKIS (1), EVRIDIKI ZACHOPOULOU (4), KALLIA TROULI (1), NIKI TSANGARIDOU (5), FANI STYLIANIDOU (6), MICHAEL GLUEER (7), NICOLA CATELLANI (8) AND DANIELLE CHITTI (9), (1) University of Crete, Greece; (2) Aristotle University of Thessaloniki, Greece; (3) Democritus University of Thrace, Greece; (4) Alexander Technological Educational Institute of Thessaloniki, Greece; (5) University of Cyprus, Cyprus; (6) Ellinogermaniki Agogi, Greece; (7) Bielefeld University, Germany; (8) SERN, Italy (9) Municipality of Imola, Italy

\*This project has been funded with support from the European Commission [2016-1-EL01-KA201-023420]. This paper's aim was the development of an instrument for the early educators' self-evaluation based on the Discrete Choice Modelling (DCM). The Teacher-Self-Assessment-Assistant will contain the most important attributes for promoting physical activities in ECEC. DCM is widely used in several areas with advantages against classical statistical methods (Hensher et al., 2005, Train, 2003). Its use in education is sparse (Aubusson et al., 2014), but in Greece, DCM was already used in projects with promising results (Grammatikopoulos et al., 2017, Linardakis et al., 2015). The scenarios development was based on the ECERS-R items (Harms et al., 2005) regarding motor activities in ECEC and the Movement-Play-Scale (Archer & Siraj, 2015, Kouli et al., 2015). The DCM is a member of the conjoint analysis family and the scenarios development was based on the methodological procedure for face and content validity. The project has the approval of the European Commission and of the ethical committee of the coordinating institute University of Crete. Based on the results of the face and content validity, eight attributes were selected to cover the total range of the physical activity concept in ECEC. These attributes were: Child encouragement, child supervision, child access to physical activities, frequency of gross motor activities, child evaluation, practitioner engagement, parent briefing, programme planning. This study aims to deliver an easy to use instrument for the self-assessment of early educators, which will reveal the potential value of the application of the DCM approach in the ECEC settings.

Keywords: self-assessment, discrete choice modelling, physical activities, early childhood education, educator professional development

## **SYMPOSIUM SET II / 21**

### **Delineating intra-actions of prospective ECE teachers with children's books**

EUNJU YUN (1) AND YUNGEUI YOO (2), (1) Sookmyung Women's University, South Korea; (2) Soon Cheon Hyang, South Korea

The present study is to delineate intra-actions, i.e. entangled becomings of prospective kindergarten teachers with children's picture books in a course of early childhood literature education. Most of previous studies have focused on the contents and the methods of teaching literature for young children in the teacher education programme. Not much attention was paid to highlight the meaning-making of prospective teachers' learning experiences. This study is based upon the paradigm of Deleuzon-Gattarian approach, which is called onto-epistemology (Taguchi, 2010). Specifically it converges with the Deleuzo-Gattarian notion of becoming-as the prospective teachers become picture books, picture books become the prospective teachers so that books and teachers are always already in condition of becoming. Our study adopted qualitative methodology. Data generation was done from Sept to Dec in 2016 and participants were 1instructor and 14 prospective teachers. All of ethical consideration was taken to meet the requirements of doing qualitative research. Picture books are a unique art form and materials in which word texts and picture texts together narrate a story within the space of para-texts. Pre-service teachers wanted to construct meanings from pictures as well as texts in the process of analysing and experiencing the picture books from their own daily lives. Their meaning makings were entangled among colours, angles, characters, themes, papers, themselves etc., not just digging out the flat or given meanings of the picture books. This study provides a new way of understanding teacher education from onto-epistemological paradigm which is open more possibility of creating a variety of becomings.

Keywords: teacher education, picture book, Deleuze and Guattari, becoming, meaning making



## SYMPOSIUM SET II / 22

### **Positioning practitioner research in the academy: Stories from pioneers in early childhood research about the vital role of practitioner research**

SANDIE WONG (1) AND ELLY SINGER (2), (1) Charles Sturt University, Australia; (2) University Utrecht (retired), Netherlands

This study aimed to gather the oral histories of leading researchers and advocates of EC across several national contexts. Oral histories have provided valuable insights into, and learnings from, the lived experiences of teachers (May, 1996), children and families in EC (Theobald, Cobb-Moore & Irvine, 2013). Oral history testimony - dynamic, rhetorical, conversational narrative inquiry (Lucas, 2007) Oral history interviews were conducted with thirty prominent EC researchers and advocates, selected for their contributions to EC research and/or policy who have been active since at least the 1980s across the UK and Europe, Canada and the United States, and Australia and New Zealand. Each interview and all quotes used have been approved by the interviewees. Thematic analysis revealed practitioner research as a theme across interviews. Interviewees engaged in practitioner research were often strongly influenced by social movements of the 1960s, especially values, ethics and pedagogical ideals for changing life circumstances. They fought for recognition of practitioner research as a legitimate approach for: trying out new academic insights in practice, describing and analysing new pedagogical phenomenon, deepening practitioners' understandings of psychological, sociological and anthropological insights, uncovering hidden values in EC curricula, and evaluating the quality and criteria of assessment instruments. Yet, in academies that tended to privilege scientific research aimed at universal truths, these interviewees often experienced tensions when generating context/culturally-bound, practice-related, knowledge. Practitioner research has made important contributions to EC and must not be lost in the effort to provide 'scientific' evidence of the value of early childhood education.

Keywords: practitioner research, history, oral history, evidence, pedagogy

## SYMPOSIUM SET II / 23

### **Qualities of effective teachers in music education for young children in Japan.**

SHOZO FUKADA (1), MICHIKO KOIKE (2) AND CHIAKI ANDO (3), (1) Ehime University, Japan; (2) Matsuyama Shinonome College, Japan; (3) Kagawa Junior College, Japan

This study administered a survey research to examine what qualities of preschool teachers are essential to develop creative musical expressions of young children. Using a questionnaire method, Koike (2009) found teachers' sound sensitivities influence children's excellence in physical expressions through teachers' musical expressions and their music activities. Although teacher qualities are essential to improve children's creative musical expression (Mochida & Kaneko, 2008), what qualities are crucial remains unanswered. This study examined the question statistically by questionnaire methods. The questionnaires consisted of five Likert scales, teachers' sensitivities to sounds and rhythms, their beliefs about music education, their perceived skills in musical expressions, frequencies of music activities, and children's spontaneous and creative musical expressions in classrooms. The questionnaires were posted to preschools in Japan. Teachers were asked to send back them if they agreed with the purpose and privacy policies in attached writings. Questionnaires were sent to 101 preschools, and 986 teachers answered and sent back them (the response rate was 58.0%). Factor analyses yielded 2 to 3 factors in each scale. Especially, the sound sensitivity scale had two factors, sensitivities to rhythmical words or movements of children and sensitivities to rhythms in general. Path analysis showed sensitivity to children's rhythms influenced the children's creative musical expressions directly, and indirectly through frequency of everyday music activities. Sensitivity to rhythms in general influenced perceived skills in musical expressions (singing and playing piano), but had weak relationships with children's expressions. The results suggested the importance of enhancing sound sensitivities of preschool teachers.

Keywords: music education, preschool teacher, sound sensitivity, questionnaire, path analysis

## SYMPOSIUM SET II / 24

### **Ethical considerations in digital (pedagogical) documentation practices**

SVEIN T HEDDELAND, University of Agder, Norway

The aim of this study is to explore and describe ethical considerations in the on-going practice of documenting children in early childhood education and care (ECEC) in a digital context. This study is based on the literature in the new sociology of childhood (Corsaro, 2005) which emphasises that children are competent and active agents, and the field of Science, Technology and Society (STS) studies to inform the mutual relationship between technical objects, the natural environment and social practice. The theoretical and conceptual framework is structured as a critical discourse analysis (Fairclough, 1992) and draws on theoretical perspectives including parent-preschools partnerships (Grythe & Midtsundstad, 2002), pedagogical documentation (Taguchi, 1998) and ICT in ECEC (Stephen & Plowman, 2002, Bølgan, 2008). The study adopts a qualitative design using semi-structured interviews of parents and early childhood care practitioners. The research was conducted in three Norwegian preschools. The data constructed consists of interview data and multimodal text that the preschools shared online with parents. Participation in the study was voluntary and informed consent was obtained from all participants. The study is reported to NSD (Data Protection Official for Research for all the Norwegian universities). In the Norwegian ECEC-context young children are viewed as competent and rational beings. Preliminary findings suggest that digital documentation practices is not informed by this view on childhood, which may lead to less emphasis of children's point of view and

perspectives in pedagogical documentation. This study has implications on how preschools document pedagogical practices in digital context and parental engagement.

Keywords: early childhood care and education, critical discourse analysis, ethics, pedagogical documentation, digital tools

## **SYMPOSIUM SET II / 25**

### **Evaluation of work placement and practice in early years services in Ireland for students completing QQI Awards in ECEC from the child's perspective**

MARTINA COOMBES, Institute of Technology, Blanchardstown, Ireland

To critically explore work placement practice from a child's perspective in early years settings in Ireland. This research will evaluate the different models of placement practice for undergraduate students and explore the impact of these practices on children's experience. Practice guidelines such as the Siolta Aistear Practice Guide (2015) recognise the significance of interactions and relationships being the context for learning and supporting children's holistic development. Both Aistear (2009) and Siolta (2006) are underpinned by attachment theory (Ainsworth 1973). This research is underpinned by the rights of the child and participatory practice. (UNCRC 1989, Lundy 2007). Attachment theory (Bowlby 1958, Ainsworth 1973) incorporates the feelings and behaviours of both the child and the care giver (Mercer, 2011). Attachment theories contend that early attachment experience has an impact on the holistic development of a child and has specific strategies to support practitioners in building attachments with the children that they work with (NCCA, 2015b 3-5) The researcher used a qualitative approach- interviewing practitioners in the sector and students on work placement. The child's perspective was accessed using the Mosaic Approach (Clarke and Moss 2011). The children used photographs, tours and maps to express their views. Ethical considerations included researcher bias, confidentiality, and the vulnerability of the child. The researcher got informed consent from all participants including the children, their parents, work placement students, and service providers. The findings informed future work placement practice in early years settings. It is important to consider the child's perspective in practice and policy in early years.

Keywords: child's voice, Mosaic Approach, work placement, qualifications, training

## **SYMPOSIUM SET II / 26**

### **Vulnerable students in higher education**

LEEN ROSIERS, ANNICK BIESMANS AND ANOUK VANHERF, Erasmus University College Brussels, Belgium

The research aims to establish a working definition of vulnerable students. Based on theoretical frameworks and on dialogue with these students, thresholds and obstacles will be identified and alleviated. The results of this research will enable the formation to delimit actions in order to promote the (academic) success rate of these students. The research builds on the action research conducted by the University of Gent on preschool teachers' competences to provide equal educational opportunities (Roose & Pulinx, 2014). The work is based on several frameworks. The policy report "vulnerable students (VLOR, 2015), the research "Kleine kinderen, grote kansen. Hoe kleuterleraren leren omgaan met armoede en ongelijkheid" (King Baudouin Foundation, 2014), Martha Nussbaum "The capability approach" (2011) and Dewey (1904, 1938), the role of education and the importance of professionalisation of teaching as a social service. Participatory action research is used for the practical research. A literature study was conducted, deepened by focus groups, interviews and questionnaires. Actions were implemented and evaluated through the process. Complete anonymity will be guaranteed for all participants. In order to avoid labelling and stigmatisation of students participating in this research, we will call upon organisations who give people in vulnerable situations a voice. Study is ongoing. Results are still preliminary. After establishing a definition or delineation of the concept, implications of the curriculum on emotional, cultural, societal and financial situations of students will be considered. After analyses, thresholds and obstacles will be dealt with in order to promote the (academic) success of students.

Keywords: vulnerable, students, preschool teachers, curriculum, academic success

## **SYMPOSIUM SET II / 27**

### **Implementing evidence-informed practice at scale. Are we there yet? No but we have made a Goodstart!**

GREG ANTCLIFF, Goodstart Early Learning, Australia

This evaluative research aims to measure change in environmental and pedagogical quality resulting from the implementation of an organisational capacity building programme, coupled with an evidence-informed Practice Guide. There is a significant gap between what is known to be effective practice (research), and what is being delivered on the ground (practice) (Metz et al, 2013, Fixsen et al, 2005). Barriers to evidence informed practice often mean the incorporation of evidence into practice is 'random' (Antcliff et al, 2014) Traditional methods such as stand-alone training have been demonstrated to be ineffective on their own (Fixsen et al, 2005). More structured approaches, based on implementation science offer promising frameworks for ensuring effective practices are implemented within organisations (Fixsen et al, 2005, Metz et al, 2013). In taking a systems approach, the co-design of an organisational capacity building programme matched to a mixed methods external evaluation about educators' adoption of new practices was implemented. Informed consent throughout the co-design and implementation stages, the use of anonymised surveys, and, an external evaluator preserved the confidentiality of

participants at key points in the research. Preliminary quantitative findings indicate an overall significant improvement in environment quality ratings scales. Barriers and facilitators to implementation, the conditions under which the Practice guide appears to have the most / least effect, and further implementation directions and efforts will be discussed. This research suggests that to increase the use of evidence into practice by educators, implementation science offers a framework and language to support practice transformation at scale.

Keywords: evidence-informed, implementation science, co-design, practice transformation, blended learning

#### **SYMPOSIUM SET II / 28**

##### **The new orientations and evidence-based researches of collaborative ECE in Japan focused on the bodily activity programmes derived from Japanese traditional Culture and Buddhism**

YOSUKE HIROTA, Fukuyama City University, Japan

I have researched educational programmes in a private Buddhism kindergarten, Padoma in Osaka, Japan and made the coordination of its research. The aim of this presentation is to define the characteristic bodily education of Padoma as education for 'cooperativity of the body' and to show the effectiveness and responsibility of education of Padoma kindergarten from the international ECEC context. In current tendency of ECEC, as OECD reports: "Starting Strong IV" published in 2015 suggested, each country has to devise better educational plans rooted in their domestic and cultural affairs. The children's individual bodies are connected to the 'flow' of movement of collective body in activity programmes and make cooperativity. From the observation and neurophysiological probe I research how cooperativity and social-emotional skills are embodied on the programmes. My research method is a comprehensive way through the text reading, the observation of practices, video observation, the interview to educators and the measurement of child's brain function during the daily activities. I got the approval at the Ethics Committee of Osaka University of Comprehensive Children Education and obtained the research approval at Padomakindergarten from the principal and the parents of children as the examinees. The philosophy and practice of Padomakindergarten are rooted in Japanese traditional culture and Buddhism. They are not doctrinal, but suited to the bodily (physiological) nature of child as indicated by the survey data of autonomic nerve. These attempts are not only the demonstration of the effectiveness of Padomakindergarten's activities, but also the tools to grasp and reform the practice reflectively.

Keywords: cooperativity of the body, advanced educational practice, international research toward ECEC, Japanese traditional culture, neuroscience and physiology

#### **SYMPOSIUM SET II / 29**

##### **(Re)interpretation of the intersection between the process of racialisation and gender relations in peer cultures among 0 to 5 year-old children in daycare centres and preschools**

ANA LÚCIA GOULART DE FARIA (1), SOLANGE ESTANISLAU DOS SANTOS (2) ELINA ELIAS DE MACEDO (1), FLÁVIO SANTIAGO (1) AND ALEX BARREIRO (1), (1) UNICAMP, Brazil; (2) UFAL, Brazil

This research aims to contribute to studies regarding the production of peer cultures, focusing on the re(interpretation) of the intersection between the process of racialisation and gender relations produced by young children, in the child collective of daycare centres and Brazilian preschools. Rosenberg (1996, 2006) and Abramowicz et al. (2009) has pointed out that such debate of intersections between the social markers of difference brings the challenge of understanding the genesis of the transformation of differences into elements to justify the inequities created by the capitalist system. The analyses are based on the assumptions of childhood pedagogy with an approach in social sciences, focusing on the studies, analyses and theories concerning gender and social relations. It concerns ethnography and interviews which are being conducted in two cities in the countryside of Sao Paulo - Brazil. The conduction of the investigations meets both ethical and legal precepts with due authorisation and documentation from the ethics committee. The participants involved authorised the research and its publication. Preliminary data point to colonialism, present as base element of the modern capitalist system, reinforcing the socially established inequities, forging "racially-gendered" experiences between black and non-black boys, as well as between black and non-black girls. The theoretical effort of making it possible to conduct research within the intersection of the social markers of difference creates the potential for understanding childhood from experiences of young boys and young girls, blacks and non-blacks, throughout their lives.

Keywords: peer cultures, race, gender, child education, early childhood

#### **SYMPOSIUM SET II / 30**

##### **MyProfile: A process-oriented monitoring tool starting from observation of wellbeing and involvement and a communication tool towards parents**

INGE LAENEN, Centre for Experiential Education, KU Leuven, Belgium

The aim of this project was to develop a monitoring system for ECEC (0-5Y) in Belgium that also can be used as a communication and transition tool. MYPROFILE builds on previous work on wellbeing and involvement of children and is based on previous research work for the POMS and the SICS. (Laevers) The included developmental domains are based on an

empirical analysis of mental activity in a myriad of activities observed in young children within a holistic paradigm. The approach is in line with search for the recognition of talents in children. 52 childminders were involved in the development, later on many professionals in ECEC got started by intensive trainings, case studies and coaching in the holistic approach. Over the years we have practice based evidence from Belgium (MijnPortret and ZikoVo), UK (MyProfile), Netherlands (LooQin) and Germany (MeinPorträt). Participants were intensely informed. With their feedback we made a guideline with background and suggestions when using MYPROFILE. It promotes a positive approach and attitude, guides practitioners towards an in depth understanding of children's needs and reflection to possible interventions to meet these needs. Is accessible to practitioners with limited professional qualifications, facilitates focused communication with parents, colleagues and is internationally employable with small adjustments by his simplicity. The Flemish legislation demands that ECEC have a system to monitor wellbeing and involvement and to communicate regularly about development and experiences of children to parents and other professionals in care settings and preschools. In the Netherlands we've integrated it in a digital system LooQin.

Keywords: communication tool, wellbeing and involvement, digital monitoring system, transition tool, children's voice

## **SYMPOSIUM SET II / 31**

### **Teacher's non-verbal support during 5-year-old children's class problem-solving conversations**

LU XIAOYUN, Iwatani College, Japan

The aim of this study is to analyse the changes of the non-verbal support from the teacher for the 5-year-old class problem-solving conversations, over 9 months of observation. Although the previous research indicated the importance of the problem-solving conversations and the verbal support from the teachers for the 5-year-old children (Saito & Muto, 2009), it did not mention the characteristics and the changes of the non-verbal support from the teachers. This study was in referred to the assessment of the non-verbal support from the teachers in SSTEW (Siraj-Blatchford et al., 2015). The participants were a class of 5-year-old children in a certified nursery school in Tokyo, Japan. There were 9 children (3 boys and 6 girls, M=70.2 mos.) in this class. The teacher was named Miss Yamada (a women around 40s with 13-year-experience in child care). The naturalistic observation was carried out once a week from July 2012 to March 2013 (9-month period). The permission for the observation, recording and the use of data was acquired from the nursery school and the parents of the children. The privacy of the children was strictly protected and the data was allowed to be used in the research only. The evidence indicated that the directions of the eye contact and the physical position of Miss Yamada had changed over the nine months. Especially, the physical positions became backward in later period of the nine months, which showed the desire of Miss Yamada for supporting the independence of the children in the problem-solving conversation.

Keywords: long term observation, changes of teacher's support, directions of eye contacts, physical positions, support from teachers

## **SYMPOSIUM SET II / 32**

### **The pedagogical quality of ECEC - Analysis and promotion of quality in ECEC services of the Consortium "CO&SO, Firenze"**

ENRICA FRESCHI AND PAOLA CASELLI, University of Florence, Italy

The project had the aim to assess and monitor the quality provided by "CO&SO" ECEC services in Florence, through Guidelines. The research path born as further development of the abovementioned research made with Department of Education and Psychology of the University of Florence in 2011. The research is an action-training one and it is divided into 3 phases. The theoretical framework on which the research is based on is essentially composed of: main IT and EU emanations on ECEC, contributions of E. Catarsi, A. Bondioli, C. Silva, S. Mantovani, P. Moss, M. Vandenbroeck, F. Pirard, Istituto degli Innocenti-Florence, Tuscany Region and Municipality of Florence. The phases of the research have been: monitoring of the compliance with "CO&SO" Guidelines for quality by observations in services, check-lists and semi-structured interviews, meetings with educators, development of Guidelines on quality. An informed consent form and info sheet was provided, at the beginning of the research, to all participants, both to educators and families involved, especially for what concerns observations carried out in CO&SO ECEC services. Pseudonyms have replaced the names of participants (children and educators), in order to safe their privacy. Educators were given the opportunity to withdraw from the study at any time, because this has been an Action-Research. From the research we found that all the services involved are actively cooperating in order to improve their quality. The quality of ECEC services is a topical issue, also at an EU level: many municipalities and cooperatives begun to build evaluation strategies.

Keywords: quality of ECEC, professionals of ECEC, good educational practices, guidelines, action-training research

## **SYMPOSIUM SET II / 33**

### **Tacit discipline in early childhood education**

ANETTE EMILSON, Linnaeus University, Sweden

The purpose is to problematise tacit discipline in early childhood education. The research questions are: What does the negative attitude toward discipline mean for values education in ECEC? In light of children being treated as rational subjects, how can the relationship between the value fields of discipline and democracy be understood? It is established that discipline is negatively viewed and that preschool teachers are reluctant to talk about discipline (Sigurdardottir & Einarsdóttir, 2016). An observational study shows, however, several strategies for exercising discipline in preschool but few observations comprised explicit authoritarian forms. Instead discipline took on a friendly and benevolent expression and children were treated as rational subjects (Johansson et al., 2016). Habermas' theory about communicative action has informed the study. The approach is hermeneutic, focused on interpretations of findings and examples from 11 publications from the Nordic participatory research project. This meta-analysis concerns how discipline appears in observations and interview quotes presented in the publications. The project has been ethical reviewed by the Swedish board of ethics. An ethical concern was to not over-interpret published findings, examples and quotes, Therefore interpretations have been tried by some of the authors to used publications. The findings highlight the need of discipline in a democratic society and the risk of a colonisation of the life-world if discipline gets too much space. By highlighting both the opportunities and the limitations of tacit discipline, the findings contribute to a multifaceted picture of how discipline and power structures can take place in an ECEC context.

Keywords: tacit discipline, democracy, communication, Habermas, preschool

## **SYMPOSIUM SET II / 34**

### **Social science in preschool - An invisible subject?**

LOVISA SKÅNFORS AND KATARINA RIBAEUS, Karlstad University, Sweden

The aim of our ongoing study is to describe and understand preschool teachers' understandings of and work with social science. Social science, as a concept or subject, is not uplifted in the Swedish preschool curriculum. We find this interesting since other subjects, e.g. science and maths, are emphasised in the curriculum as well as in the preschool context. This calls for a discussion about if and how specific subjects are verbalised in relation to preschool in order to know what is being taught. There seems to be little research regarding social science in preschool, if any, therefore we believe it is especially important to shed light on this topic. Our theoretical framework consists of the concept noisy silences (Linde, 2009). As the specific method in this study we use diaries and interviews with preschool teachers. Data will be analysed in the light of Lindes theoretical concept noisy silences. We follow research ethical principles (The Swedish Research Council, 2012), such as protecting the participants' identities with the use of fabricated names. Previous interviews with preschool teachers show a great need for emphasising values and democratic issues in preschool - issues relating to social science. Our initial results show that preschool teachers work with social science but without verbalising it as a defined subject. Rather, it exists "everywhere" in their daily work in terms of aspects of democracy, values, and central society functions. This calls for a discussion about if social science should be uplifted as a subject in the preschool curriculum.

Keywords: democracy, civic education, preschool, preschool teachers' work, social science

## **SYMPOSIUM SET II / 35**

### **Analytical tools to challenge and foster children's thoughts and ideas**

MARINA LUNDKVIST (1) AND CAMILLA KRONQVIST (2), (1) University of Helsinki, Finland; (2) Åbo Akademi University, Finland

The aim is to create pedagogical interventions and analytical tools that allow kindergarten teachers to respond better to the child's spontaneous curiosity and to foster children's thoughts and ideas about phenomena in their life world. The research departs from early childhood pedagogy that emphasises (1) recognition (Anerkennung) as central to the development of the individual child (Korczak, 2002, Bae, 2012), (2) metacognitive dialogues (Pramling Samuelsson & Asplund Carlsson, 2014), and (3) directing the child's attention toward various phenomena in the surrounding world (Johansson, 2007, Lindahl, 2002). Methods developed by Philosophy for children (see Lipman 2009 and Stanley 2012) have been shown to improve the communicative and cognitive skills of children participating in the activities. We study whether an intervention using these methods in kindergarten teacher training improves the communicative skills of the students. We study the effects of the intervention via (1) an experimental study (pre-post design with control group) aimed at showing how well students verbally respond to vignettes of conversations between children (2) the students' reflective diaries recorded during the intervention. The informants have consented to be part of the investigation and have been guaranteed confidentiality. We discuss whether our methodological approaches are conducive to supporting the students' capacities for reflecting with children and how they assess their own reflective and communicative skills during and after the intervention. If the intervention proves successful, the plan is to implement it both in the teacher training and in the competence development of kindergarten teachers.

Keywords: early childhood education and care, values and norms, value education, children's rights, children's perspectives

## SYMPOSIUM SET II / 36

### **A comparative study will measure the impact of a learning unstructured, in museums, in learning process of children 3-6 years**

FRANCESCO PELUSO CASSESE (1), LUISA BONFIGLIO (1), GIULIA TORREGIANI (1), SARA BORRELLI (2) AND MARTINA LUCCIO (2), (1) Università degli Studi Niccolò Cusano, Italy; (2) Explora - Museo dei Bambini di Roma, Italy

The paper aims to highlight the role assumed from corporeality in shaping self and learning processes and, therefore, the function that it can assume as an interpretive category that models training processes, focusing on use of body and movement as viaticum of knowledge. Grezes et al., in 2003, in a study on the Brain Imaging and Affordance, have shown that when watching objects (Tools), the memory of actions associated with these object emerges instinctively. Eduard Buser proposed in 2005 the project "Study in the movement", which exploits the movement and the stimulation of the sensory channels to enhance learning. The experiential learning considers mind embodied in the body which activates creative, intellectual, bodily resources through a direct experience in the environment. The Theory of Embodied Cognition acknowledges a link between all the mechanisms of cognition with the operations carried out by our bodies through a mostly unconscious process. A comparative study will measure the impact of a learning unstructured, in museums, the learning process of children 3-6 years. The research has followed the guidelines of the national and international ethics framework. Each participant was provided with an information paper with the possibility to ask questions for clarifications. Everyone has signed a consensus. The focus in schools increasingly aims to logical-rational type issues that do not consider the cognitive-emotional-relational and corporal components (cross modal skills), needed to promote the learning of the students. Aspects of great importance for educators that aim to train qualified students, ethically informed and trained as world citizens.

Keywords: learning unstructured, embodied cognition, neurodidactics, learning, museums

## SYMPOSIUM SET II / 37

### **"Children connect with the world around them"**

SHEILA KIAEI, Goodstart Double Bay, Australia

"All about me" is an action research study that aims to describe how creating a community learning environment supported a group of children in long day care in enhancing their sense of self through connecting with local community. Children learn about themselves and construct their identity within the context of their families and communities (DEEWR, 2009, Bronfenbrenner, 1979). As children develop, community connection help them to find their place in the world, to develop understanding of how society works, and to recognise and understand the shared values that underpin their society (UNCRC, 2006, Jackman, 2008). Social constructivist theory (Vygotsky, 1978) informs this study, acknowledging the zone of proximal development where a child's development can be scaffolded through social and community contexts. A feature of this study was the co-design with children aged 3-5 years, families and educators of an experimental approach towards supporting children's engagement in different types of experiences in community contexts. The ethical standards of justice, merit and beneficence underpinned the conduct of the study where daily communication between educators and with children and families occurred over the course of the study. All stakeholder feedback was documented for reflection and future planning. The study found that a local community learning environment successfully extended children's problem solving skills and strengthened educator relationships with each other as well as with children, families and the broader local community. The study found sustained and effective communication is essential to developing and maintaining positive interactions with children, their families and educators.

Keywords: leadership, relationship, communication, professionalism, education

## SYMPOSIUM SET II / 38

### **Delivering fundamental British values - Time for a new perspective**

LOUISE MASTERSON AND RUTH WILSON, Edge Hill University, United Kingdom

To develop an innovative way of delivering Fundamental British Values (FBV) in early years settings using a persona doll approach blended with new technology. This study emerges from the UK Government's Prevent Strategy (Home Office: 2011) and the need to deliver FBV in educational settings (DfE: 2014). The paucity of literature drawn relates to the lack of clarity in delivering FBV within the early years (PACEY: 2015) and the position of the professional as upholders of cultural values (Bryan: 2012). The research is predicated on the theoretical literature of inclusiveness and equality, referencing the issues surrounding FBV within early years and the use of persona dolls. Using multiple case studies within an interventionist framework, the research encompasses a baseline survey and practitioner interviews to produce an evaluative outcome of the effectiveness of the strategy. The University ethical guidelines have been followed. Consent has been gained from the gatekeepers of the partner settings in accordance with the BERA code of conduct 2011. Questionnaires have revealed that settings are experiencing difficulty in finding effective ways through which to deliver FBV. Whilst new technologies are being widely used to enhance teaching and learning further up the curriculum, it is yet to be explored as an assessment tool within the field of early years. This clearly highlights the need for this type of innovative pedagogy to be explored further. The

intention of this study is to inform practice, and raise questions about the current quality of approach and the rights of the child.

Keywords: children's rights, fundamental British values, persona dolls, augmented reality, prevent strategy

## **SYMPOSIUM SET II / 39**

### **Pedagogic creed: Focusing on the student approach to sustainability in early childhood education**

AASE NYLENNA AKSLEN (1) AND HANNE LUND-KRISTENSEN (2), (1) Western Norway University of Applied Sciences, Norway; (2) University College of Southeast Norway, Norway

The aim of this paper is to analyse how students think of sustainability in early childhood education. Our work is part of a study of how the preschool teacher students' develop their professional role by means of the "Pedagogic Creed", a written text based on what students assume to be essential in their future work and preschool teacher students' thinking on their professional role (Akslen & Saele 2015). John Dewey and his My Pedagogic Creed (1897) has been an inspiration for the students' texts. DRTre (Lund-Kristensen 1992). Both from a psychological and philosophical angle we analyse how students establish their professional role through reflections on theoretical syllabus and practice experiences. Both qualitative and quantitative approaches are used in analysing texts from two different student groups. Written material collected from both national and international students is analysed as to choice of terms, values and changes of concepts. Conditions of anonymity is taken care of. The individual student's integrity will be an important part of introducing the objective. We discuss the students' emphasis on sustainability in early childhood education in their texts, and whether our findings are culturally grounded. Important implications of this study are to improve the quality of our preschool Teacher Education Programme, and to get better insight in the students' professional development. This enables us as educators to be more reflective upon our own practice.

Keywords: preschool teacher students, pedagogic creed, sustainability, values, cultural background

## **SYMPOSIUM SET II / 40**

### **The use of climate parameters to enable self-expression in kindergarten children**

BAT KAYNAR KISSINGER AND Yael SARFATY, Kibbutzim College of Education, Israel

Our objective was to determine if a causal relationship exists between the establishment of an empathetic kindergarten climate to behaviour, group interactions, as well as perceptions of self-worth. Previous studies (Campbell et al, 2004, Keenan, 2016) suggest that a facilitating classroom environment influences group and individual behaviour (Winnicott, 1971). An environment that nurtures creativity has the potential to positively influence an individual's concept of self, personal growth and express conflicts both internal and external (Howes, Phillipsen, 1998, Fox et al, 2003). 170 kindergarten children, ages 4-6, participated in 5 separate 75 minutes sessions divided into, a group warm-up, individual emotional art-based activity and the group-sharing thereof. Afterwards, participants were interviewed in groups of 5 in a standardised fashion regarding their description of the process. Their responses were categorised according to mutual respect, empathy, feelings of self-worth and capability. Ethical considerations included parental agreement, inclusion of the teachers and researcher-child interactions. Firstly, informed consent was obtained from the parents and kindergarten teachers. Secondly, the latter was present at all times during each session. Thirdly, all researchers were present at all times when working with the children. Finally, care was taken to enable and respect each child's freedom of choice. It was found, according to teachers and children, that a nurturing and emotionally safe experience enabled stress-free participation, and positive feelings of achievement and self-worth. It is recommended that a positive emotional climate be part of the kindergarten programme in order to enhance child social behaviour. This will impact future social settings.

Keywords: social climate, kindergarten, self-worth, art-based activities, freedom of choice

## **SYMPOSIUM SET II / 41**

### **Educational care during meal times at early childhood schools - Improving an everyday life situation by applying observation and reflection material**

ÀNGELS GEIS, FPCEE Blanquerna, Spain

The aim of this project is to improve children's wellbeing at early childhood schools. Providing a framework for generating reflection processes on the team teachers. The TOWE project builds upon the work carried out as part of the TODDLER project. The social constructionism as a tool for learning and the theoretical foundations it on the pedagogy of everyday life and theories based on constructivism. We use the reflective method with focus group interviews and de reflective sessions in order to contribute in the creation of attitudes that go beyond the practical resolution of the different situations that take place during meal times, enabling participants to solve them but also to think about them and look for better educational alternatives. We used to gather qualitative data. The objectives and aims of this research were explained at all times, respecting the decisions of participating schools. Applicable ethical guidance BERA and Kingston University adhered to with informed consent gained from EYPs whose identities were anonymised. Results show the significance of reflective practice in

all the actions carried out at schools, as well as the educational relevance of everyday life moments. The results of this study will be published in the final dissemination material for the TOWE project for their applicability in different contexts.

Keywords: meal time, wellbeing, lifestyle, school dining-room, toddler

## **SYMPOSIUM SET II / 42**

### **Importance of historical perspective to facilitate deep active learning in kindergarten and elementary school**

MIHO IMOTO AND MICHIKO KAMITA, Okayama University of Science, Japan

The purpose of this study is to examine how to facilitate deep active learning in kindergarten and elementary school. Japanese Ministry of Education has recently proposed that deep active learning is important for smooth transition from kindergarten education to elementary school education. Its main aims of introducing deep active learning are to make children (1) have a strong interest to learn with prospective view of their own future, (2) broaden and deepen their own ideas by exchanging opinions with others, and (3) create new ideas based on reflection of their own learning histories. In this study, the historical background of deep active learning in Japan was examined by focusing music education performed in a Japanese kindergarten in 1910's. The results were reflected and put into practice in a social studies class at a present elementary school. Main focuses in this class were to have children (1) learn about a historically important person related to the town where children live, (2) discuss about the person and create their own view of the person, and (3) make a drama about the person and perform it themselves. Through these activities, children became active and started to think intensively what they could do for the town where they live today. These results show that it is important for teachers in order to implement deep active learning effectively to prepare familiar materials for children, to have children exchange their opinion with others, and to create situations for children to express their own feelings and ideas.

Keywords: deep active learning, dialogue, familiar materials, music activity, social studies class

## **SYMPOSIUM SET II / 43**

### **Constructing second-person approach relationship through the employment of joint attention: Processes of transformation from engagement in materials to human relationship**

CHIAKI UDAGAWA (1), HIROKO HAYASHI (2) KUMIKO UDAGAWA (3) AND KEIKO IWATA (4), (1) Mitemo Co. Ltd, Japan; (2) Kunitati College of Music, Japan; (3) Sagami Women's University, Japan; (4) Tamagawa University, Japan

This study aims to reveal how joint attention has brought a 4-years-old boy, had difficulty in developing communication with people, second-person engagement and triadic interactions in a kindergarten. From this study, the diversity of children's development and an effective way to support development of children are proved. Theoretically, children's communication changes from dyadic interactions with materials and people (Tomasello, 1995). However, some children have different ways of developing communication due to socio-cultural orientation, characteristics, and dispositions (Bruner, 1999, Reddy, 2008). A member of this study group observed activities of the 4-years-old boy in a kindergarten and recorded it in documents. The data analysed with Reddy's second-person-approach and with focusing on the early childhood programme of Reggio Emilia, Italy, emphasising the act of listening (Rinaldi, 2006)-especially by children's caring to other children and materials (Vecchi, 2010). This study was strictly conducted under the ethical guidelines of observer's university, and received informed consent from teachers and parents followed the ethical codes of the children's kindergarten. The children were given the opportunity to not be observation. The document of observation were kept not to be able to access it other than us. Also the child having problem with relationship between people can construct triadic interaction and second-person engagement by joint attention and imitation from other child. This study suggests an effective way to support children with difficulty of communication among surrounding people, and the diversity of children's development needs to be valued and continued to explore.

Keywords: joint attention, mutual imitation, second-person engagement, relationship with materials, triad relationship

## **SYMPOSIUM SET II / 44**

### **Association between teacher's beliefs about make-believe play and quality of interactions observed in kindergarten**

STÉPHANIE DUVAL (1), CAROLINE BOUCHARD (1), AMÉLIE DESMEULES (1) AND LISE LEMAY (2), (1) Laval University, Canada; (2) University of Quebec in Montreal, Canada

The objective is to examine the association between the teacher's beliefs about make-believe play and the quality of interactions in kindergarten. Kindergartners' educational success have been associated with a focus on make-believe play in the classroom. Teachers who understand the educational value of play are more likely to encourage play, to engage and interact with children playing (Ashiba, 2007), which, in return, promote the quality of classroom interactions and children's educational success. Teacher's beliefs are known to influence their pedagogical practices (Duval et al., 2016). Therefore, it seems relevant to identify which beliefs about make-believe play are associated with the quality of classroom interactions. This study is based on the Vygotsky's theory (1978) who discussed the contributions of play in children's development. The sample consists of 17 teachers from Quebec, Canada. The Teachers' Play Beliefs Survey (Dako-Gyeke, 2008) identified participants' beliefs, while the CLASS (Pianta et al., 2008) measured the quality of interactions. All participants signed a



consent form. The data indicates that teachers believe in the importance of adult support in make-believe play, while giving less importance to academic focus. Moreover, the results about the quality of interactions show a medium-high level of emotional support, and a low level of learning support. The data are discussed in relation to the adult's support in make-believe play, to understand the association between the beliefs and the quality of classroom interactions. This study establishes a foundation for future research on pedagogical practices, in order to promote the quality of interactions in kindergarten.

Keywords: make-believe play, quality of classroom interactions, teacher's beliefs, kindergarten, educational success

#### **SYMPOSIUM SET II / 45**

##### **"Playing without money can also be fun": An educational programme proposing free of cost traditional games**

CLEOPATRA PAGIAVLI, ELENI TYMPA AND SOFIA STEFANIDOU, MPILLIOS preschool CENTRE, Greece

The aim of the study was to introduce Greek traditional games to preschoolers and encourage them to make toys from recycled materials by involving their grandparents. It is supported that traditional games improve relationships within the family (Gryski C, 1998, Tsapakidou A, 2014), strengthen the bonding among children and grandparents (Lindon J, 2001) and keep the brain healthy (Scafer and Reid, 2004). Traditional games are passed on from child to child, generation to generation and usually include physical skills, strategy, luck, repetition of patterns and creativity. Grandparents (n=83) in small groups joined their grandchildren (n=100) for an hour daily during the study period (1 month). All together experienced traditional games and created toys of low cost and recycled materials in a preschool centre in Thessaloniki, Greece. At the end, 20 volunteering grandparents were interviewed (semi-structured) about their experience. Ethical concerns included informed consent of parents and grandparents, confidentiality assurance and choice of withdrawing. New and low cost toys came up in the classroom. Children came in contact with tradition and learned that low cost games can be fun. They enjoyed playing in groups and also playing with their grandparents. Teachers realised that introducing tradition in the classroom could have an educational effect. The interviews revealed that all grandparents enjoyed teaching and bonding, and felt useful. They also realised that their grandchildren started playing with them instead of watching TV or playing PC games. Children as well as teachers enhanced their creativity and realised that playing games has no age.

Keywords: culture, traditional games, grandparents, low cost, team work

#### **SYMPOSIUM SET II / 46**

##### **Examining the support needs of kinship carers and how these can be best met in a time of austerity**

NICOLA STOBBS, University of Worcester, United Kingdom

Our research examines the support needs of kinship carers, identifying how these can be met in a time of austerity. This paper is part of wider research we have conducted (International Journal of Birth and Parent Education. Vol 4. Issue 2. Winter 2017/7 23-26), reflecting the lived experience of kinship families through the lenses of carers, children and multi-professional workers. Laursen (2004) and Nissen (2006) provide an underpinning conceptual and theoretical framework, one which challenges traditional deficit support agendas and proposes a re-positioning to focus instead on strength and reliance. The research paradigm is interpretivist. The research methodology is ethnographic (Geertz 1973), taking a pragmatic view that incorporates idiographic and nomothetic approaches. Rich detail was collected as kinship carers engaged in focus groups, situational interviews and questionnaires, generalisability allowed recommendations to be made beyond the original context (Woods 2012). The project was approved by the University Ethics Committee. The participants were a vulnerable group and care was taken to ensure their emotional wellbeing. BERA guidelines were followed guaranteeing informed consent, right to withdraw, confidentiality and anonymity. Kinship Carers find strength from attending a support group. The success of the group was dependent on who facilitated the group, a trained kinship carer was optimal. In times of austerity, training a kinship carer to mentor others is both attractive to kinship carers and has potential cost savings, with no requirement for social worker involvement, other than in an advisory role. This model could be replicated on wider scale as local needs dictated.

Keywords: kinship carer, support group, austerity, empowerment, self-efficacy

#### **SYMPOSIUM SET II / 47**

##### **The social construction of children's needs and potentials in relation to quality in ECEC in the Czech Republic**

MARTINA KAMPICHLER, Masaryk University, Czech Republic

The paper aims at examining how Czech ECEC policies, different types of ECEC facilities and parents present and perceive children's needs and potentials and how this relates to different notions of quality in ECEC. The presented research is inspired by works dealing with classed choices of formal and informal childcare, preferences for certain pedagogies and practices of various childcare institutions as well as related child care decision making (e.g. by Duncan, Duncan and Edwards, Lareau, LeVine, Vincent and Ball). The paper draws on discourse analysis (Foucault), frame analysis (Goffman) and structuration theory (Giddens) to employ "frames" and "framings" as tools for examining the (re)production of meaning by socially situated actors within certain discursive limits. The presented research is rooted in social constructivism. A qualitative interpretative approach is used for the analysis of interviews with ECEC facility directors and parents as well as of relevant (policy)

documents. The research respects the confidentiality and anonymity of the involved respondents who participated voluntarily and, after being informed about the purpose, methods and intended possible uses of the research, provided informed consent, having the opportunity to withdraw from the research at any stage. The analysis identifies classed framings of children's needs and potentials and relates them to different notions of quality in ECEC which produce classed ECEC priorities and choices. It discusses the implications of the identified notions of quality for the child care decision making of different types of parents and for their access to public and private ECEC facilities.

Keywords: child care decision making, classed choices of childcare, framing, children's needs and potentials, Czech ECEC policies

## **SYMPOSIUM SET II / 48**

### **The presence of things: A study of the Lego brick as participants in people's lives**

ELSE CATHRINE MELHUUS, University of Agder, Norway

The aim was to undertake a study of a typical item found in kindergartens and how these items entered into 3-5 year old children's, and employees', lives. Relevant work is found in social and health geography on the power of environments (Halloway, Valentine, 2000, Parr 2006, 2008), Lene Otto (2005), Sara Hanghøj (2005) and Camilla Mordhorst (2009), with focus on specific items, Barad (2007), Bennett's (2010) theory on thing-power. This study describes and discusses how materiality in kindergarten spaces is done through the Lego brick. Materiality, space, agency and power knowledge are vital concepts. This study focuses on the micro level. Fieldwork, with video and field notes in kindergarten spaces, explore the relationship between human and non-human entities. A phenomenological item analysis (Hanghøj 2005) is used with the concept of power knowledge. Newer materiality theory is a critique of the constructivist and discourse analytical one-sided focus on language, and also a shift from what materiality does to us to how materiality is done (Barad 2007, Damsholt, Simonsen, 2009). There is a challenge in giving non-verbal items an agency and power that the items have no influence on. At the same time it is of vital importance that the manifold relationships children are part of come into question. Norwegian ethical standards are followed. Our findings show how things enter into intertwined relationships with the users and how they regulate space and time. Studying places and relationships between human and nonhuman things makes us take into account our environments, and puts into question our notion of power.

Keywords: materiality, phenomenological item analysis, space, institutionalisation, agency

## **SYMPOSIUM SET II / 49**

### **Sámi people - the indigenous people of Norway. An essential task for kindergartens in Norway**

RENATE EGGEN, Nord University, Norway

Through the ILO Convention 169 the Norwegian government is obliged to promote respect for the Sámi people's cultural identity, their customs and traditions amongst the Norwegian population. The aim of this study is to shed light on the importance of the Norwegian Framework Plan for the Content and Tasks of Kindergartens for the fulfilment of this obligation. Previous research on Sámi children's rights to practice and develop their own language and culture: Storjord, M. (2008), Balto, A. & Kuhmunen, G. (2014), Olsen, T. & Andreassen B.-O. (2016). It is an important task for kindergartens in Norway to teach children about the Sámi culture and traditions in order to ensure lasting respect for Sámi people as the indigenous people of Norway. This study focuses on the Framework Plan for the Content and Tasks of Kindergartens and other key governing documents as main channels for directives from the government to kindergartens. The study analyses the documents' way of communicating the content and importance of tasks concerning activities and materials supporting children to experience and learn about Sámi culture and traditions. The main focus is on analyses of key governing documents applying hermeneutical approaches and communication theory. The application of these documents is discussed employing examples from Norwegian kindergartens. All persons mentioned in examples from kindergartens are anonymised. In the Norwegian framework plan the focus on all children's knowledge about and familiarity with Sámi culture and traditions is far too limited. The position of Sámi issues in Norwegian ECE should be strengthened.

Keywords: framework plan for kindergartens, indigenous people of Norway, Sámi culture and traditions, children's knowledge, document analysis

## **SYMPOSIUM SET II / 50**

### **Building the community of city wide child-rearing vision and ECE quality improvement system: A case of M-City**

SACHIKO KITANO, Kobe University, Japan

This is a 4 years action research of M-City, focusing on making "the City Vision for ECE" together with ECE professionals, school teachers, families, and city officers. Dual Japanese ECE system of regulations that constituted deep barrier between public and private settings, and also compulsory education and ECE. The study tried to overcome this barrier. Policy studies of OECD (2015, etc.) and family involvement studies by Epstein (2011) showed the importance of collaboration for ECE quality improvement. Learning from these previous studies, the city organised a committee and working groups with representatives beyond sectors and started the action research. The concept of action research was introduced by Levin. The action research

started with sharing and arguing the current educational issues from their own practices. All meetings were recorded. Questioners were also made. All the committee and WGs members agreed to join the projects by their own decision and all data was confirmed by the letter of acceptance. The study found that at the beginning, all members tend to express their own problems on child education, however, gradually they started to focus on the similarities and relationships between sectors. Members started to focus on the needs of sharing information between family, ECE settings, and elementary and junior high schools. Finally "the City Vision for ECE" were made as the agreed-upon standard of the City. Through the study, the city also changed to take ECE more important issues. Parents understanding for the importance of ECE were also gained.

Keywords: action research, family involvement, transition, ECE policy, professional development

## **SYMPOSIUM SET II / 51**

### **Expanding the horizon of pedagogy of listening from Japanese perspectives: Having dialogue with philosophy and practice of ECEC in Reggio Emilia**

MARI MORI (1), TOMOHIRO UEMURA (2), YUTAKA SAYEKI (3), AKIKO GUNJI (4) AND IKUKO GYOBU (5), (1) Tsurukawa College, Japan; (2) Tama Art University, Japan; (3) Den-en Chofu University, Japan; (4) Gunma University, Japan; (5) Ochanomizu University, Japan

The study aims to explore and identify how the relationships between children, materials, and teacher based upon pedagogy of listening would lead to guarantee participative and democratic practice. Pedagogy of listening has focused in Reggio Emilia for developing democratic and sustainable society (Malaguzzi, 2016, Moss, 2005, 2011, Reggio Children, 2010, Rinaldi, 2005), with respecting others (Reggio Children, 2010, Rinaldi, 2005). Inspired by Reggio, child-centred, social-constructivist perspectives (Dewey, 1938, Moss, 2005, Vygotsky, 1980) and philosophy of difference (Deleuze, 1994) framed all theoretical/conceptual aspects. The study employed cultural-ecological paradigm. The study conducted qualitatively, we investigated how four 5-years-old boys encountered examined/selected materials, and created Ton-Ton-Sumo-wrestling-game figures by wood working, and having sustained dialogue with the teacher in an atelier of a day-nursery-centre in Japan. The participatory observation and in-depth interviews were taken place. We analysed the data qualitatively based upon videotaped children's engagement and interviews, and looked for themes and distinct characteristics emerging from the data. Oral and written signed informed consents were explained and received from the centre, following the ethical codes of the Japanese Day-Nurseries Association, and pseudonyms were used to protect participants' privacy. Findings identify that the teacher was aware of 1) respecting/appreciating children's engagement, rather than encouraging them to make figures, 2) emphasising the importance of resonating mind rather than verbal exchange, and 3) sharing time/space/materials as a way of pedagogy of listening. The findings invite the possibility of expanding the pedagogy of listening and developing culturally sensitive practice as the key for ensuring democratic education.

Keywords: listening, dialogue, Reggio Emilia, participative education, cultural diversity

## **SYMPOSIUM SET II / 52**

### **Exploring how the Barnebage learning environment for diversity manifests itself**

KRISTIN A Ø FLØTTEN, Nord University, Norway

In the three university "Mangfoldprosjektet" research partners in 2014/15 (Sollid, 2014), the researchers wanted to better understand how the curriculum and diversity practice were made visible. We wanted to open up in each data collection for reflection, possible dilemmas and development of diversity, culture and knowledge (Kvale, 1997, Smith, 2005). In a previous research of the ECEC-teachers implementing curriculum, diversity, culture, document analysis of curricula/annual plans from Barnebage in Nordland County in Norway (Fløtten, 2013, unpublished). This part of the "Mangfoldprosjektet" (Project Diversity) is inspired by sociocultural theories (Säljö, 2000, 2006) and especially point out the voice and qualification of the head of the Barnebage in the analysis of interviews and local documents (Winter Jørgensen & Phillips, 1999). The main study was designed and conducted by the researchers in the same period as a multisite micro ethnographic study. We used a mutual field manual, questionnaires for the "guided walks", with photos to take, and documents to collect (Säljö, 2000, 2006, Sollid, 2014, Winter Jørgensen & Phillips, 1999). All participants in this research project are anonymised and participation was voluntarily. Findings show connections in the analysis of the interviews and the documents from the specific Barnebage. The photographs however, give a more divided impression from pointing at the Barnebage core diversity and culture values as the leader present them, to a more ambivalent impression. It is crucial that the ECEC- teacher education and continuing studies, cooperate with the Barnebage leaders to develop competence of fundamental and formative diversity and culture competence.

Keywords: the barnebage/kindergarten, diversity and culture curriculum, leadership documentation, competence and cooperation, micro ethnographic study

## SYMPOSIUM SET II / 53

### **Positive discrimination as principle to create new ECEC settings at Bogota, Colombia**

CARMEN SANCHEZ (1) AND LAURA HUERTAS (2), (1) Universite Paris 13, France; (2) Universidad Nacional de Bogota, Colombia

This study is aimed at the application of the "positive discrimination" principle to develop two alternative ECEC settings in Bogota: AmbitoFamiliar-(AF) and CasadePensamientoIndigena-(CPI). Through the observation of the daily-lives of children, we intend to comprehend other possible answers grounded in the communities' way-of-life. The question of "minority directions, in the majority world" (Dahlberg, Moss, Pence, 2007, Vandenbroeck, 2004) relate to research works on co-education at ECEC (Rinaldi, 2008, Rayna, 2010). Also, underpinning the community-centred-ECE and "children-at-risk" paradigm in South-America (Rosemberg, 2010, Rupin, 2014). Existing societal norms, assumptions on parental participation and the "needs" of young children become the building-blocks of these new settings. It also argues how we understand children and ECEC and the impact of political choices (Wyness, 2009, Moss & Petrie, 2002). I collected data from 3 children enrolled in AF and 3 children attending a CPI, as well as interviews with parents and professionals. The data are interpreted with the portrait approach and ethnography of the action (Piette, 2006). In order to think the practices with the actors, I used the mosaic-approach (Clark & Moss, 2008) as a method for grasping the perspectives of children, professionals and parents. The first results show how children and family's lives are improved in AF and CPI and how cultural dimension of ECEC is related both to equity and diversity, new criteria for the city's ECEC policies. The findings support previous research about the importance of communities and families in ECEC policy-making and the dilemma of "poor-education for poor-communities" in South-American countries.

Keywords: ECEC policies, community, diversity, equity, parental participation

## SYMPOSIUM SET II / 54

### **How do you see me? The power of imagery as a social justice tool**

FLORA HARMON, Texas A&M University, United States

In this paper, I examine the influence that imagery can have on a young child's perception of themselves and diversity. I question whether imagery in ECE can be used as an educational tool to either reinforce racism or fight against it. In the existing literature, the image of the child comes from an adult's perspective of how the child should be (Burman, 2017). As Loris Malaguzzi (1994) declares, "...the image of 'the generic child' is decisive in our interactions with the children" (Thompson, p.11). The way we see the child is the way we teach the child. A theoretical perspective used as a foundation for this research derives from Critical Race Theory. This theory helps understand the construction of the systematic cycle of racism. An autoethnographic narrative stemming from a racist image and conversations around it was used to document how imagery can reinforce systems of oppression in childhood. The author uses critical reflection to analyse the photo. Informed consent was obtained from all participants, including the adult whose childhood photo was used in the study. Analysis of data uncovered the process through which racist images were normalised from childhood through adulthood. CRT discusses how there are tools of institutionalisation that maintain racism (Sleeter, 2016). This narrative shows the significant power teachers hold and how ECE teachers might unintentionally normalise oppressive perceptions through their lessons. This research can provide critical information to teachers and curriculum developers on how to deconstruct imagery that pushes racist ideologies in our learning environments.

Keywords: imagery, racism, curriculum development, childhood studies, diversity

## SYMPOSIUM SET II / 55

### **An international perspective for human growth: The Educating Cities**

NADIA BASSANO, Università Cattolica del Sacro Cuore, Italy

The research project aims to: inquire the "Educating Cities" perspective as a possible g-local, actual idea of "educating community", embodying both political-educational and practical-experiential aspects, explore if, and in which ways, Educating Cities can give a contribution to Early childhood Education, especially through experiences involving families. The research grounds on international Urban Pedagogy Studies and experimental projects (Castells, Frabboni, Tonucci, Rodriguez, and Congress Acts) and family studies and researches (Pati, Viganò). The theoretical framework interweaves several milestones: Educating City potentialities in the International Association of Educating Cities (AICE) perspective, the Social and Politic Education to found the Educating City "concrete utopia" (Pati, Dewey, Porcarelli), the Systemic Approach (TGS), to interpret complex relationships in urban context and family system. The work-project, referring to the phenomenological paradigm, intends to proceed with a quali-quantitative approach: from a recognition of certified practices in AICE network, it will select some meaningful case-studies. These methods imply that the researcher's presence could interfere with the educational context and processes. To avoid this risk, all the participants will previously accord on: researcher's approach and level of participation to the activities, shared evaluation methods and criteria. Actually, the research is still in progress. Nevertheless, analysis conducted so far underline the complexity and the richness of experiences realised in educating cities, advancing that families, the youngest in particular, can play a crucial role to achieve a local educating network community. At the current status of work, it is not possible to state future repercussions in terms of practices or politics yet.

Keywords: educating cities, family, educating community, social education, G-local perspective

## **SYMPOSIUM SET II / 56**

### **Guiding principles of an action in early childhood education from an inclusive education perspective**

PRISCILLA STERNBERG, GABRIELA DAL FORNO MARTINS, NATHALIA MORAES AND MARLENE ROZEK, Pontifícia Universidade Católica do Rio Grande do Sul, Brazil

This research aimed to characterise the principles of performance in early childhood education (ECE) from the perspective of inclusive education (IE). In general, Brazilian studies about teachers' performance in IE have an exploratory nature, without systematising the main practices used in this context (Machado, Martins & Becker, 2015, Sekkel, Zanelatto & Brandão, 2010, Veiga, 2008). IE provides support for different needs and values the potential of all children, ensuring their learning and participation (Serrano & Afonso, 2010). We understand the role of environment, interactions and teacher from a socio-historical perspective (Vygotsky, 2002). Our first methodological step was a literature and national legal documents review, which resulted in organisation of eight domains related to the performance in ECE from the perspective of IE: ECE role and Identity, Social constitution of disability/special educational needs, Child development process, Characteristics of children interactions, The role of teacher mediation, Teaching and Learning Processes, Physical accessibility, Work in support networks. After, we conducted an empirical study, through a focus group with educators of an ECE School, aiming to characterise their perceptions about relevant aspects that support their practice. Educators were invited to participate voluntarily and signed the Free and Informed Consent Term. A content analysis showed that the raised aspects were in the same direction of domains elaborated earlier. We concluded that these principles can be used as a parameter for the elaboration of guidelines of performance in the area. This document would contribute to the construction of effectively inclusive proposals in ECE in Brazil.

Keywords: early childhood education, inclusive education, principles, guidelines, educators

## **SYMPOSIUM SET II / 57**

### **OMEP ESD rating scale: Experiences from Sweden**

INGRID ENGDAHL (1), EVA ÄRLEMALM-HAGSÉR (2), (1) Stockholm University, Sweden; (2) Mälardalen University, Sweden

The aim of the study is to analyse how the OMEP ESD rating scale can improve the work with Early childhood Education for Sustainability (ECEfS) in preschools and in pre- and inservice education for teachers and thus to re-orient early childhood education towards cultures for sustainability. The OMEP ESD rating scale has been developed in around ten countries, based on previous research on ECE for sustainability. In a second round, it is now introduced and further developed in many places in Sweden. (Siraj-Blatchford, Mogharreban & Park, 2016). The study is based in critical theory, curriculum theory and action research, with high levels of participation for teachers and teacher students. (Ärlemalm-Hagsér, 2013, Engdahl, 2015) The qualitative study has a participatory design, where self-evaluation, counselling, focus groups and networking are fundamental parts. The study follows the ethical guidelines from the Swedish Research Council, including information, consent, anonymity and confidentiality. Results from around 200 students and ten preschools will be presented and discussed during the seminar. At the core, the discussion will highlight in what ways and under what conditions the OMEP ESD rating scale may become a useful tool for ECE for sustainability and reflect cultural and social diversity and social cohesiveness. The study outcome will primarily serve the participating preschools and teacher education programmes. Additionally, the study will contribute to develop and validate the OMEP ESD rating scale as a relevant and practitioner-friendly tool.

Keywords: cultures for sustainability, OMEP rating scale, preschools in Sweden, teacher education, action research

## **SYMPOSIUM SET II / 58**

### **Educating the Early childhood workforce to nurture children experiencing trauma**

JULIE SANDERS AND JOY GIBSON, Box Hill Institute, Australia

This presentation explores how transformative education models may better prepare teachers to educate and nurture young children in an unpredictable and sometimes violent world. Through systematic literature reviews, we explore trauma impacts on developing children (Perry et al), and pre-service teacher courses' inadequate preparation of graduate teachers to cater for traumatised children (McKee et al). The theoretical framework for this presentation draws on trauma impact literature (Perry) and pre-service teacher training shortfalls (McKee et al) to explore benefits of transformative education models. A systematic examination of peer-reviewed literature was conducted on trauma impacts on developing children (Perry et al, Briggs and Hawkins, and Holt et al), pre-service teacher preparation, transformative education, and international values underpinning early childhood education (McKee and Dillenburger, Briggs and Potter, Walsh et al, and Watts and Laskey). Box Hill Institute and Deakin University online databases were used to source all relevant English articles. No relevant articles were excluded. We explore tensions of internationally shared pedagogy and practice. We identify and manage our bias towards dilemmas in managing diversity, our current lack of knowledge, and difficulties in predicting future societal needs. Additionally, we explore barriers to developing transformative education approaches in early childhood contexts. We examine: How well prepared are graduating early childhood educators to respond appropriately to children presenting with trauma related issues? We conclude: if early childhood services are to provide much required stability, empathy and healing

to improve traumatised children's life chances, pre-service teaching courses need to address the paucity of information currently provided.

Keywords: trauma, pre-service teacher training, transformative education, international pedagogy and practice, cultural approaches to nurturing

## **SYMPOSIUM SET II / 59**

### **Communicative strategies used by teachers in preschool during activities in art and aesthetics**

EVA AHLKOG-BJÖRKMAN AND ANN-CHRISTIN FURU, Åbo Akademi University, Finland

The communicative atmosphere in the classroom has been proven one of the most important factors affecting children's overall development and learning. The aim of this study is to investigate what kind of communicative strategies teachers are used in preschool during activities in art and aesthetics. Research has tended to focus on quality of communication in preschool and in our research we are especially interested in how to achieve the quality. The theoretical framework draws upon relational perspective in learning (Aspelin & Persson, 2011) and esthetical learning processes (Wright, 2010). The study is based on life world phenomenology (Bengtsson, 2005) and hermeneutics (Ödman, 2007) and a narrative approach is adopted in analysis and interpretation (Clandinin, 2007). The empirical data consists of episodes from video recorded sessions. Special attention is directed towards episodes where genuine encounters between teachers and children appear and where the communicative interaction around the created artefacts contributes to children's meaning-making. We asked the teachers and the parents of the children if we were allowed to collect data from their daily work in preschool. The results show that the teachers use strategies in order to create trustful educational relationships, and in order to stimulate meaning-making. The study gives descriptive knowledge on how the dialogue between pedagogue and children is structured. In Nordic and international early childhood literature reflective dialogue is often referred to but it is seldom described explicitly. Research in this field is therefore important.

Keywords: aesthetical learning processes, dialogue, meaning making, relational perspective, storytelling

## **SYMPOSIUM SET II / 60**

### **Students and early childhood teachers' experiences with qualitative shadowing as method for exploring leadership in practical training**

HEIDI ØSTLAND VALA, University College of Southeast Norway, Norway

The main goal of this study is to develop early childhood teacher education, including active learning and shadowing within this process. Inspired by qualitative shadowing studies within early childhood education context this research also relates to reflective practice. The study consists of focus group interviews with students and pedagogical leaders in early childhood teacher education. The key theoretical concepts are qualification, socialisation, subjectification and reflection. Using representative strategic selection for retrieving data the study draws on three semi-structured focus groups, where the dynamics of the groups contributed to meaning-making. Data were inductively analysed in increasingly abstract and general units, categorised and classified through coding and condensing. Reducing data into meaningful segments and combining codes into broader themes the categories were open to reflect the views of the participants (Creswell, 2013). Ethical consciousness is central to this study drawing on reflections of teacher-researchers, and ethical issues have been examined during the whole research process. Participation in the study was voluntary and consensual. Openness to the participants' exploration of their own experiences was central in the phases of both interviews, analysis and discussion. The discussion engages with students' and pedagogical leaders' experiences in using shadowing to explore leadership in practical training. Concluding that shadowing contributes towards developing leadership, the discussion explores how this experience contributes, recommending its inclusion in practice. Shadowing of pedagogical leaders as method for leadership development, and students' and teachers' participation in focus groups as help to understand their own practice and experiences.

Keywords: early childhood teacher education, leadership, qualitative shadowing, active learning, reflection

## **SYMPOSIUM SET II / 61**

### **The recovered training: An educational path for innovation of professional practices of nursery educators**

MARIANNA CAPO, Università degli Studi di Napoli Federico II, Italy

Analysing the training needs of the nursery operators, a "competent system" is necessary (Urban et al., 2011) to improve reflective and documentation skills to promote sharing and reviewing, in group, of professional practices (Fabbri, Striano & Melacarne, 2008). The research is inspired by the French tradition of research-action and it's in continuity with the most recent studies (Catarsi et al, 2003, Mantovani, 2003) both international (Urban et al., 2011) and national (Sharmahd, 2012, Traverso 2016b). To provide an educational offer ever more responsive to the real needs of children, families and the same professionals, new organisation in terms of continuous training is needed. The research is part of the ecological paradigm inspired by the phenomenological-hermeneutic philosophy and micro-pedagogical perspective. In methodological terms, on

one side, biographical method (storytelling production-collection) puts the subject at the centre of training as an active builder of his own knowledge (Demetrio, 1996), on the other, the strategies of learning cooperatives (Jigsaw, etc.) enhance the learner as a strategic resource for itself and for the group (Merrill, 2009, De Carlo, 2016). To create a context of mutual gratitude and respect, the researcher tried to take a self-reflexive position towards participants. Moreover, the use of narrative devices necessitated the establishment of a learning agreement with the participants that includes: 1. explanation of the research goals to provide a reassuring atmosphere (Gaulejack & LeGrand, 2008); 2. The use of the authentic and respectful listening criterion and respect for confidentiality. Digital Story Curricula created through the digital storytelling technique is a great opportunity to explore and implement the soft skills of professionals. A quality to co-build by listening to the real needs of the professionals and children by promoting the culture of children's rights.

Keywords: rights, quality, training, professional development, storytelling

## **SYMPOSIUM SET II / 62**

### **Generating good practices in vulnerable educational settings**

MARIA FERRER, MARIA RIERA, MARIA SERVERA AND CARMÉ ROSSELLÓ, University of Balearic Islands, Spain

The aims of this research is to identify, analyse and make visible good practices in early childhood education from a multicultural perspective. The previous research is being published: Riera, Ferrer & Ribas 2014, Riera & Rosselló, 2016, Riera & Servera, 2016. The theoretical framework have been: the perspective of resilience in vulnerable and multicultural educational contexts (Vanistendael & Lecomte, 2002, Henderson & Milstein, 2008, Manciaux, 2003), the paradigms on quality and good practices in Early childhood Education (Zabalza, 2005, Howess, 2010, Dahlberg, Moss & Pence, 2005) This research is part of the Project I+D+I: Good Practices in Early childhood Education: an international, multicultural and interdisciplinary vision (EDU 2012-30972). The collection of data has been based on three elements: the personal vision of professionals, educational practice, and the relationship between both. A mixed methods approach has being used: interviews at practitioners, observational records and analysis of institutional documents. The use of images and protected personal data was allowed by the participants for educational research purposes only after data handling policies were shared with them. The study shows that it is not possible to analyse educational quality without considering the specific characteristics that determine it and the convenience to include processes of innovation and creativity in vulnerable schools. The expected output of the project is a repository of good practices that will be incorporated into a website of the research team and which will be made available to all those persons and institutions related to early childhood Education and Childhood policies.

Keywords: early childhood education, best practices, innovation educative, resilient educational contexts, multicultural contexts

## **SYMPOSIUM SET II / 63**

### **Emerging evidence for mindfulness practices with young children**

CATHRYN LOKEY AND SARA TOURS, Florida State University, United States

This qualitative study investigates the impressions, opinions, and feelings of children in response to school-based mindfulness activities. There is some research demonstrating the effectiveness of mindfulness training with children in classroom behaviour (Black & Fernando, 2014), self-regulation (Bradly Bradley, Galvin, Atkinson, & Tomasino, 2012, Flook, Goldberg, Laura, & Davidson, 2015), and executive functioning (Flook et al., 2010). Though there are some multi-age studies (Zylowska et al., 2008), few studies on mindfulness focus on children (Delver et. al, 2014). There is little information in regard to the feelings and impressions of children themselves in regard to these activities. The study uses social constructivist and phenomenological framework. Social constructivist research seeks to "rely as much as possible on participants' views of the situation" to "inductively develop a theory or pattern of meaning" (Creswell, 2013). Seeking to understand experience of school-based mindfulness programmes from the perspective of children also lends itself to a phenomenological approach. Merriam and Tisdell state: "The task of the phenomenologist, then, is to depict the essence or basic structure of experience" (2016, p. 26). This is a qualitative study utilising observations and semi-structured interviews. Autoethnographic elements also included. Permissions were obtained through the school principal and parents of participants. Children's views treated with the highest of consideration. Children's perceptions of mindfulness are complex. Overall impressions of its value are positive. Children experience multiple benefits from mindfulness training. Mindfulness training may be able to provide children with coping strategies enabling them to engage academically despite social/emotional difficulties they face.

Keywords: mindfulness, mindful awareness, meditation, effective instruction, wellness

## **SYMPOSIUM SET II / 64**

### **Bodies of knowledge at play in ECE practice**

JAN JAAP ROTHUIZEN, HANNE HEDE JØRGENSEN AND STEPHAN WEISE, VIA, Denmark

The project focuses on the nature of the knowledge always already at play in educators' pursuit and evaluation of practice (van Manen) and aims at (re)constructing crucial guideposts that set the leeway for sound ECE-practice. The projects builds

on previous research concerning professionalism and agency (Schön et al.), and on discussions about knowledge for and knowledge of educators (Fenstermacher 1994) Pedagogy arose out of critique of civilisation and the insight that the idea of freedom does not repeal a world characterised by restraints and compulsions (Kant). ECE is fundamentally about being a subject and participant in this world (Gadamer, Biesta). We gathered 200 stories from educators in 5 settings and analysed them (Clandinin, Frank, Riesman, Gadamer). The stories we collected testify that educators are at least as preoccupied by being pedagogical in spontaneous interaction (exercising pedagogical tact) as by planning pedagogical activities and implementing knowledge. In our presentation educators, institutions and children are protected for recognition. Stories reveal how educators know in the moment, find the way day by day, as characters in not yet told stories, because they knowingly sense how educational momentous plots develop. Storytelling, conversations and analytical knowledge about educational guideposts contribute to professionalism. Guideposts: socialisation, subjectification, civilising (ends), wondering about the child(ren), pedagogical intentions (means). This new insights about the knowledge of educators complement/challenge the dominance of technical and evidence-based knowledge for educators. The narrative plot model and the systematics of storytelling and conversation can supplement the systematics of plan-do-check-act circles

Keywords: narratives, knowledge of educators, tact, Gadamer, pedagogical guideposts

## **SYMPOSIUM SET II / 65**

### **A needs assessment of kindergarten teachers' basic skills**

PHUTCHARAWALAI MEESUP, Pibulsongkram Rajabhat University, Thailand

This research aim to study the needs assessment of kindergarten teachers' basic skills. The previous study focused on the kindergarten teachers' basic skills and kindergarten teachers' development (Mayuree, 1998, Kuakul, 2008, Natreenee, 2010), while this study focused on specific context that different from previous research. The conceptual framework of this research is to investigate the needs assessment of kindergarten teachers' basic skills consisted of 1) the necessary characteristics 2) the knowledge and 3) the skills and ability. This study is a survey research. The sample was 71 kindergarten teachers under the office of Phitsanulok Primary Educational Service Area 2. The research instrument was questionnaire. Statistics used to analyse data were frequency, percentage, means, standard deviation and setting priority in terms of needs using Modified priority needs index (PNImodified). This study adheres to the National Research Council of Thailand (2007) on ethics in research human address in respect for person. The first basic skill that kindergarten teachers need to develop is the knowledge (PNImodified = 0.34) which consisted of 1) reinforcement and child preparation techniques (PNImodified = 0.63) 2) kindergarten curriculum (PNImodified = 0.39) and 3) philosophy and policy for kindergarten educational management (PNImodified = 0.37). The second is the skills and ability (PNImodified = 0.24) which consisted of 1) child preparation techniques (PNImodified = 0.65) 2) developmental assessment and evaluation for kindergarten (PNImodified = 0.35) and 3) behaviour observation (PNImodified = 0.30). The research results can be used as a guideline for developing kindergarten teachers to meet the needs.

Keywords: needs assessment, kindergarten teachers' basic skills, setting priority in terms of needs, modified priority needs index, kindergarten teachers

## **SYMPOSIUM SET II / 66**

### **Discursive tensions related to pedagogy in flexibly scheduled ECEC**

KAISU PELTOPERÄ, TANJA VEHKAKOSKI, LEENA TURJA AND MARJA-LEENA LAAKSO, University of Jyväskylä, Finland

This research aims to disclose discursive tensions related to pedagogy constructed by Finnish educators (N=31) working in flexibly scheduled ECEC, where timing of care depends on parents' non-standard working hours. Professional childcare is an investment for educational path (Ifland 2013). However, especially during non-standard hours, children's need for care is emphasised (Halfon & Friendly 2015, Statham & Mooney 2003). A revised Act on ECEC adopted in 2015 and the National Core Curriculum for ECEC (2016) guide towards a high-quality pedagogy in Finland. These regulations together with the features of flexibly scheduled ECEC, such as instability in relationships (Halfon and Friendly 2015) and in routines and daily structures (de Schipper et al., 2003, Salonen et al., 2016) produce tensional views about pedagogy in educators talk. The data consists of educators' interviews. Data collection was implemented as a part of "Children's Socio-emotional wellbeing and Daily Family Life in a 24/7h Economy" -project funded by the Academy of Finland. This research is based on socio-constructionism and follows the principles of discursive psychology (Edwards & Potter 1992). The interviewees were informed about participants' rights so that they could estimate their willingness to participate. The preliminary results indicate that individual needs and timing of care cause tension in educators' talk related to pedagogy. How to balance between children's right to education and need to care is one example of such tension. Each child has a right to good-quality pedagogy despite timing of care and children's individuality should be in the core of planning pedagogical activities.

Keywords: flexibly scheduled ECEC, non-standard hours childcare, pedagogy, discursive tension, children's rights



## **SYMPOSIUM SET II / 67**

### **Early detection of difficulties and disorders in preschool children - Testing an educational tool in the network of Italian nursery schools and kindergartens**

SILVIA MAGGIOLINI, Università Cattolica del Sacro Cuore, Italy

The study aims to create a pedagogical tool to support the daily work of early childhood care professionals in recognising possible signs of disorder or difficulty in children aged 0-6. Research in neuroscience has promoted a better understanding of the development of brain structures (Centre on Developing Child, 2016). Findings in this field highlighted the crucial role of early education, especially with regards to special educational needs. The theoretical framework draws upon: the Italian inclusive educational model (Canevaro, d'Alonzo, Ianes 2009), data on increasing number of students with disability in Italian mainstream schools (Miur, 2015), literature about the importance of preschool age in special education (Johnson, 2016, Guralnick, 2016) in order to recognise possible critical condition and to guarantee the same educational opportunity to every child (OECD, 2015). The research project was developed upon the "action research" methodology following these phases: teachers' training on special education needs, implementation of early detection tool, testing in a sample of preschool services, definition of toolkit's final version. A follow up phase is on-going. All stakeholders were informed about the tool's testing process. Data collected are treated in the full respect of privacy. The research offers the opportunity to reflect on some evidence related to the promotion of inclusive approaches and to the respect for every kind of diversity. Tool's specific features could enable teachers to implement some key points of special education (structured observation, unity of purpose, design of specific educational activities). Ensuring equal educational conditions for every child -including those with special educational needs- and reducing forms of disadvantage and inequality are priority goals in ECEC culture and policies.

Keywords: early detection, early educational intervention, educational tool, disability and difficulties, inclusion

## **SYMPOSIUM SET II / 68**

### **Opening up new spaces for preschool education in a diverse and migrating world**

ANNIKA ÅKERBLOM (1) AND ANNE HARJU (2), (1) Gothenburg University, Sweden; (2) Malmö University, Sweden

The project aims to explore and develop opportunities for newly arrived children's participation and learning in preschool setting, by finding new and alternative ways of organising education. A monolingual as well as a monocultural norm is dominating the Swedish school system, including preschool. (Lahdenperä 2016, Wernesjö 2011, Nilsson and Bunar 2015, Johansson, 2012). Ethnicity is in many preschools mainly considered a question about language and difference (Björk Willén et al., 2014). We lean on the action research tradition (McNiff 2002, Norton 2009, Kemmis 2009). The project will be implemented with a participatory research approach. Children and their families, teachers and staff of the preschool division work in collaboration with the researchers in the development and reformulation of knowledge. Migrants can be considered in a vulnerable position when it comes to power which might diminish their agency. We are aware of the importance to make sure that all the involved children and their caretakers understand the premises for participation in the project, and for the risk of reproducing the idea of migrant children as disadvantaged. The tentative results show that although the different groups participating in the project have the same aim, they construct the problems in different ways. A monolingual as well as a monocultural norm is dominating the preschool activities and organisation. The participatory research design, in which different actors co-operate to organise preschool as a setting will constitute a knowledge contribution in itself, besides the objective to strengthen the scientific base as support to professional knowledge.

Keywords: spaces for learning and teaching, preschool, migration, multilingualism, action research

## **SYMPOSIUM SET II / 69**

### **The effect of the elderly-children intergenerational character education programme: Young children's experience of generation integrated activities and its meanings**

KYEONGMIN LEE (1), YOUNWOO LEE (2) AND JEONGHWA LEE (2), (1) Dong Eui University, South Korea; (2) Pukyong National University, South Korea

The aim of this study is to investigate the effects of the elderly-children intergenerational character education programme focused on experiential learning activities link to the virtue of filial piety on young children's attitudes toward the elderly. Conflict among generations and the efforts to reduce the conflict are the major issues of modern Korean society. The body of research (Bergman; 2004; Chang; 2011) proved that the early experience of life is important the positive attitude and relations to the generations. The Promotion Act of the Character Education 2013 and Nurri-curriculum; the national curriculum for 3-5 year-old in South Korea emphasised the importance of educating filial piety as a virtue that should be included in early childhood education. The participants were 12 four-years-old children from a day care centre and 6 elderly aged over 70-years-old from a nursing home in the same area at Busan City. The pictures of the elderly drawn by children and interviews of their drawings were collected before and after the programme. The data were analysed by organising; categorisation; calculating frequency; meaning interpretation. All Participants including the parents and teachers of young children were informed of the study and signed a consent form. The programme participants had a positive attitude toward the elderly and recognised as intimate relation. The findings implicate that the elderly-children intergenerational programme affects the positive interaction between the children.

Keywords: the character education, the intergenerational programme, the virtue of filial piety, attitudes toward the elderly, children's drawings

## **SYMPOSIUM SET II / 70**

### **The development of integrated infirmity service programme in ECE institutions**

RINA WINDIARTI, AMIRUL MUKMININ AND RENI AMBARI, Semarang State University, Indonesia

This study was one of my research in Indonesia on how to find a model of the implementation of integrated infirmity service programme at kindergarten. The previous study had found that there were some efforts done by the local government to improve integrated infirmity service programme through health education, health care, and healthy school environment guiding. In fact many kindergartens in Indonesia who have not planned the programme properly (Mukminin, 2012). Integrated infirmity service in schools should be seen as an essential need in ECE to prevent unintentional injury, violence, and even more (Centres for Disease Control and Prevention, 2001). Even though it is stated in the Indonesian regulatory in 2003, there is not much discussion especially in the ECE. The method of this study was research and development, used stratified random sampling technique with 30 teachers and principals that have been chosen. The data was analysed descriptively, an interview used to support the result. Approval was obtained from the institutions' committee. A full information letter was provided to all participants, assuring them that their participation would be kept completely confidential. The result shows that the implementation of integrated infirmity service programme in kindergarten provide significant changes especially in terms of teachers' understanding of student health and teacher mastery in making the planning of health integrated learning programme. Although the integrated infirmity service is a mandatory to form establishing quality ECE, I found that the practical aspect of schools needs to be set in order to manage its long-term programme.

Keywords: infirmity, service, integrated, learning, ECE

## **SYMPOSIUM SET II / 71**

### **Japanese parents' expectations and recognition of the benefits of preschool-school collaborations: A comparison of birth order and age of child**

KIYOMI AKITA (1), HARUKO ICHIZEN (2) AND MIWAKO AMANO (1), (1) University of Tokyo, Japan; (2) Kyoritsu Woman's Junior College, Japan

This study focused on Japanese parents' expectations and recognition on benefits of collaboration with ECEC settings and elementary schools for transition. A systematic review by Lillejord et al. (2015) pointed out the importance of various actors' perspectives. However, there is very few research on parents' recognition on transition from preschool to schools. Ichizen & Akita (2016) pointed that necessity of research on transition involves not only from children's view but also parents' view. Lillejord et al (2015) pointed the importance of equal status between teachers and parents. However, the time and attributes of parents are not addressed. This study examine the differences of parents' recognition of transition by children's birth order and by children's age (before school entrance and after school entrance) on efforts of collaboration on transition. A total 692 parents of five-year-old school children and 700 parents of children in first grade at elementary school in two cities responded to questionnaires. We explained our purpose to parents beforehand and got informed consent. Findings showed that the benefits of certain forms of collaboration were better recognised by parents with a first child at school than by parents with a second or subsequent child, whereas other form of collaboration showed the opposite effect. Some forms of collaboration such as 'discussion with teacher' are easily recognised as beneficial. On the other hand, the benefits of a collaboration like 'participation in event' may be less clear. We need to identify the effective collaboration with parents for transition for each actors.

Keywords: transition, ECEC settings, parents, birth order, school

## **SYMPOSIUM SET II / 72**

### **Emotional expressions of babies and care/education practices in different developmental contexts**

LUDMILLA DELL'ISOLA PELEGRINI DE MELO FERREIRA AND KÁTIA DE SOUZA AMORIM, University of São Paulo, Brazil

Investigate interrelations of negative emotional expressions and infants' care/education practices in different sociocultural-educational contexts. Human infants are born with expressive emotional apparatus capable of attracting attention and care of adults who, in turn, (co)construct specific practices of care/education. Such allows infants survival, cultural and subjective constitution (Seidl-de-Moura, 2008, Amorim, 2011). However, this matter lacks studies in contexts (foster institution and daycare) other than the home. A cultural-historical perspective (Rossetti-Ferreira, Amorim & Silva, 2007) conceives that infants' development is mediated by the adult and the culture, all of which are continuously and mutually constrained by dynamic/dialectic contextual interactions. Longitudinal case study, with qualitative design. Three infants (3-8 mo.) from different contexts were followed for 5 months through video recordings. The contexts were: home, daycare centre, foster institution. We mapped infants' displeasure emotional expressions and their partners' actions. Episodes were selected and analysed microgenetically. Approved by Ethics Committee, we obtained informed consent from institutions and participants. As confidentiality is restricted in video recordings, consent for scientific images presentation was achieved. Infant's emotional

displeasure expressions meanings vary according to contexts. Adult-child ratio, institutional principles, values attributed to specific relations, along with infant's development conceptions guide contextual practices. Thus, infant's displeasure may be pacified (home), expected (daycare) or ignored (foster institution), revealing complex cultural/relational factors constraining development. Results shed light on how cultural issues canalise specific actions in different infant care contexts. They allow visibility of rich contextual/relational dynamics in environments culturally viewed as harmful to infant's development. This unfolds new practices/policies potential regarding infant's care/education.

Keywords: infant, emotional expression, early childhood education and care, early childhood development, children's developmental contexts

## **SYMPOSIUM SET II / 73**

### **Social learning supportive activities in Swedish leisure time centres**

KRISTINA JONSSON, Mälardalen University, Sweden

The aim of the overall study as the basis to this presentation, is to gain knowledge about how pupils' social learning is facilitated in Swedish leisure time centres. Research shows that pupils' social learning is important to both school achievement and personal wellbeing (Aspelin & Persson, 2011, Sabol & Pianta, 2011). Through leisure time centre social learning is linked to the knowledge assignment in school, however often described in terms of informal learning, with a lack of didactic intentions (Lager, 2015, Saar et al., 2012). The theoretical basis for this study is Bronfenbrenner's bioecological theory. Through that the staffs' didactic perspective is seen as an influencing factor in the surrounding environment where social learning is in focus. Within an interactionist paradigm a qualitative methodology with an interpretative approach was used on data from group interviews to analyse the staff's perspectives. Participation were based on freewill. Participants were informed that the data will be anonymised and used only for research purposes, which is especially urgent concerning the staffs' perspectives in some cases may be perceived as critical against their organisation. The result shows that some of the staff stressed structural conditions as an obstacle to planned activities promoting social learning. Those with a pronounced strategy towards supporting social learning, emphasised co-operative play or activities, as well as pupils' participation and dialogue. The presentation is part of the Swedish National Research School on Communication and Relations as Foundations for Early childhood Education (FoRfa), funded by the Swedish Research Council (grant no. 729-2013-6848).

Keywords: social learning, leisure time centre, leisure time centre staff, bioecological theory, group interviews

## **SYMPOSIUM SET II / 74**

### **"Save money, share money" - An educational programme about helping people in need through savings at school**

ELENI TYMPA, CLEOPATRA PAGIAVLI, AND SOFIA STEFANIDOU, MPILLIOS preschool CENTRE, Greece

The aim of the study was to raise awareness on money management in preschool children, collect money for children in need and increase social and emotional skills on helping each other. It is supported that children are developmentally capable of saving by age of five (Fredline T, 2015). Also, being money smart has value that offers individual skills for a lifetime (Supon V, 2012 and Davies N, 2014). Teaching kids about money from an early age, provides them with opportunities to develop good money habits, and look beyond their own needs. 100 children in a preschool centre, Thessaloniki, Greece and their parents participated. Initially, the project about helping people in need, was presented to parents and the volunteering selection of 10 pilot parents (pp) was followed. Teachers and pp sample activated all the parents to collect money. A two-month educational programme about money management and donation was implemented in the classroom. The 10 pp were interviewed (semi-structured) about their experience. Ethical concerns included informed consent of parents and professionals, confidentiality assurance and withdrawing choice. The main result was that children absorbed the idea that money is not only for spending. A significant amount of money was raised and offered to a foundation. Children enjoyed the procedure since they were the ones who offered the savings. All pp felt active and excited to participate in the school programme and found the interaction among them and the teachers productive. A strong cooperation between children, parents and school can lead to lifelong values.

Keywords: save money, share money, cooperation, offer help, interaction

## **SYMPOSIUM SET II / 75**

### **"Green" schools - Education, research, sustainability**

TERESA GIOVANAZZI, Università Cattolica del Sacro Cuore, Italy

The aim of this paper is to make some considerations on how to promote cultural and educational models of "green" schools. The building of "green" schools connotes emblematic heuristic implications for environmental pedagogy, for the sake of a cultural education aimed at promoting green awareness and protection of nature through lines of action and governance to create a sustainable living community. With reference to a consolidated tradition in the field of pedagogical research, the relationship with nature, real teaching tools, allows to approach childhood in contexts of fundamental experience, to values, to the importance of education. Supporting a green culture means creating a virtuous pact between quality educational services and social realities of the territory, for responsible and sustainable management of natural resources by participating

actively. The research project intends to establish a training method focusing on topics connected to sustainability. Practical experience is the educational methodology used. The value of respect, care for the natural environment, fraternity and solidarity among communities, responsibility for the common good in the perspective of an integral ecology are at stake. Educating for sustainability implies virtuous processes of change, between rights and opportunities to corroborate a complete human development. New ways of sustainable projects in educational contexts invite to create synergies to meet the challenges of equitable and solidarity-based development, as stated in the Agenda for Sustainable Development 2030 by the United Nations in 2015, between pedagogical research and educational practices.

Keywords: education, sustainability, green schools, responsibility, integral ecology

## **SYMPOSIUM SET II / 76**

### **How local habits shape preschool practices: A case study in a Swedish preschool group**

ESTER CATUCCI, Mälardalen University, Sweden

The aim of this study is to shed a light on the institutional dimension of preschool practice by studying the preschool teachers' interaction with young children. Previous research shows how educational traditions, as well as local customs, have an influence on which kind of learning is made available for young children (Klaar & Öhman, 2014) as well as how communication and interaction have a significant role in learning and agency (Johansson, 2011, Bae, 2009, Payler, 2007) The study is inspired by John Dewey's pragmatism. Dewey's concept of habit is therefore crucial to understanding how both interactions and content in ongoing activities are framed by the collective's shared habits. The study was designed as a case study, including one preschool group for children aged 1 to 3. Field notes and video-filming were used for data collection. Informed consent was given by the participants and by the children's legal guardians. Attention was given to the children's expressions (both verbal and bodily) as a way to assess their willingness to participate. The preliminary findings suggest that learning situations are framed by the preschool teachers, based both on local habits and national educational values. The framing can also differentiate accordingly to the age and the verbal ability of the children, suggesting that those features have an impact on which kind of learning situations young children encounter. The study addresses the need to understand preschool practices in broader terms, taking in account local habits and national educational curriculum and values as shaping factors.

Keywords: toddlers, preschool teachers, pragmatism, Dewey, case study

## **SYMPOSIUM SET II / 77**

### **The quality of educational environment and its impact on the development of children's subjectivity**

EVGENIYA SHISHOVA AND LARISA BAYANOVA, Kazan Federal University, Russia

The issues related to the influence of the quality of the educational environment and its developing psychological and pedagogical potential on the formation of children's subjectivity are in the focus of our analysis. At present, one of the most important issues in psychology is the study of the development and formation of the child's psyche in the process of interaction with the environment (Slobodchikov, Yasvin). The technology of personality-oriented learning and the principles of the organisation of educational systems are central in the works of Cassidy, Khestene, Veraksa, Shiyan, Alekseeva, etc.). The research is based on the concepts and approaches to the educational environment as the source of the person's mental development (Vygotsky, Bandura, Slobodchikov, and Yasvin). In the study, we adhered to the cultural and historical paradigm founded in the works of Vygotsky. For diagnostic purposes ECERS scales and Kudryavtseva's methods for researching preschool children's subjectivity were applied to. All participants received an agreement for signing and an information sheet. The informed consent was agreed with the children involved and was re-discussed during the study. Pseudonym have replaced the names of participants. Participants were given the opportunity to leave the study at any time. The tendencies to the connection of the quality parameters of the educational environment and the subjectivity of children are revealed, as well as significant differences in the subjective characteristics of preschool children in different types of educational environment. The data obtained can serve as reference points for transformation of the preschool education system.

Keywords: educational environment, ECERS scales, child development, children's subjectivity, preschool education

## **SYMPOSIUM SET II / 78**

### **The evaluation of equity in ECE of schools under the Basic Education Commission in the Lower Northern Region of Thailand**

THOEN SEENUAN, Pibulsongkram Rajabhat University, Thailand

This research aim to evaluate on equity in early childhood education of schools under the Basic Education Commission. The evaluation on equity in early childhood education in Thailand was found only in schools under the Department of Local Government (Rithcharoon et al, 2010), while researches in schools under the Basic Education Commission did not evaluate on equity (Chantharungsee, 2011, Sook-ou, 2012). The conceptual framework of research is to evaluate on equity in early childhood education in 3 aspects consisted of 1) equity on educational opportunities 2) equity on educational quality and 3) equity on allocation of educational resources. This study is a survey research. The sampling group was 1,360 persons consisted administrators, teachers, parents and school boards from 340 schools that cover 17 educational areas in the Lower Northern of Thailand in 2016. The instrument used to collect data was a Likert's type rating 1-5 scale questionnaire. Statistics used were

percentage, mean and standard deviation. The research conducted according to research ethics of the National Research Council of Thailand. The equity in early childhood education was at the "high level". When considering each aspect found that 1) equity on educational opportunities was at the "high level"; 2) equity on educational quality was at the "high level"; and 3) equity on allocation of educational resources was at the "high level". The finding called the government to find out the way to set the standard on equity in early childhood education especially on allocation of educational resources.

Keywords: equity, early childhood education, educational opportunities, educational quality, educational resources

## **SYMPOSIUM SET II / 79**

### **Middle leadership in ECE in a Chinese context**

PAN HE AND DORA HO, Education University of Hong Kong, Hong Kong

This research aims to explore the role and responsibilities of middle leaders in early childhood Education. Lots of studies in primary and secondary educational sections explored middle leadership (e.g. Cranston, 2006, Heng & Marsh, 2009, Harris, 2003). However, leadership in early childhood education is different for its complex types of institutes driven with less-defined organisational structures (Muiji et al., 2004, Rodd, 2006). Middle leaders commonly refers to vice principals, subject panels, and key stage coordinators who interact directly with classroom teachers and students for managing and leading teaching and learning activities and assist principals for school improvement and development. Interpretivism is used as a theoretical lens to understand the practice of middle leadership. A mixed-methods is used in research design. Questionnaires will be utilised to collect quantitative data from 300 randomly selected preschools. Then, qualitative interviews will be used to collect the perspectives of principals, middle leaders and teachers on the practice of middle leadership in six purposively selected preschools. This study will obtain ethics approval from my University and the permission to undertake research from schools. Data will be secured by use of password protected electronic files. Limitations to data confidentiality that may arise for legal reasons will be described in a plain language statement to participants prior to their involvement. The paper offers a theoretical discussion on middle leadership in a Chinese early childhood education context. The findings of this study bridges the research gap in identifying the pattern of power and authority distribution in early childhood settings and contributes to a theory building of middle leadership for change.

Keywords: early childhood education, middle leaders, leadership, mixed methods, Chinese

## **SYMPOSIUM SET II / 80**

### **Development of the headteacher-role in Norwegian kindergartens: Continuity and change.**

EINAR REIGSTAD, NLA University College, Norway

The paper seeks to elucidate development in the headteacher-role in Norwegian kindergartens over the last 10-20 years focusing on continuity and change in the perceived role. Research on the headteacher-role indicates that it has changed (e.g. functions, pedagogical focus) as the organisational context has changed (e.g. size, ownership). The role as described in recent reports like Børhaug & Lotsberg (2016) differs from those in earlier research (e.g. Roness 2001, Reigstad 2003). Theoretical framework: theories of making and taking of organisational roles (Katz & Kahn 1978), and of leadership as management of organisational functions (Strand 2007). The paradigm of the project is qualitative and the basic methodology is hermeneutics. A thematic text analysis of relevant research-literature is made with the intention to identify stable and changed elements in the perceived role. My project with in-depth qualitative interviews with headteachers is central in the early research analysed (Reigstad 2003). In the selection of literature for the review of research consideration has been given to ensure fair representation, and to avoid possible biases. Participants in my project (Reigstad 2003) received written information, gave their consent freely, and got the opportunity to withdraw at any time. Informants were anonymised. The paper discusses continuity and change in kindergarten headteachers' perceptions of their role, and raises questions about reasons for, and implications of the identified development. The project is in progress, may contribute to better understanding of leadership in kindergartens and have implications for the education of future headteachers.

Keywords: headteacher-role, role-development, role-perception, leadership, kindergarten

## **SYMPOSIUM SET II / 81**

### **Counting moves in Japanese kindergarten(s)**

MARCRUZ YEW LEE ONG (1), MANABU KAWATA (1) AND MAYUMI TAKAHASHI (2), (1) Hokkaido University, Japan; (2) Fuji Women's University, Japan

To investigate how body movements among Japanese children during the Kendama and skipping games were related to the development of their counting skills. We also emphasised on the importance of body movements in enhancing children's mathematical development. (Alibali & Nathan, 2012) It is primarily based on the idea that human cognitive processes are deeply rooted in body movements. Through the observational study, we examined 5 classes of children (4 and 5-year-old) in one of the Japanese kindergartens. Consent from the kindergarten and parents were obtained. During the Kendama game, the children were counting verbally each time the ball was caught in one of the cups or landed on the spike. For the skipping game, the children were counting verbally each time they completed a jump. Many younger children (4-year-old) stopped

counting before 10 because they did not manage to complete more than 10 times for both games. However, they still imitated the older children's movements and counted verbally up to larger numbers together with them. In conclusion, the children were likely to associate their body movements with numerical quantity because they counted according to each move they made during the games. The younger children learnt to count to larger numbers together with the older children since the latter group completed more times during the games. Provided insights into how body movements during games were related to the development of children's counting skills.

Keywords: body movements, mathematical development, counting skills, kindergarten, games

## **SYMPOSIUM SET II / 82**

### **A critical analysis on discourses of the Reggio Emilia approach in Korean ECE**

SHUNAH CHUNG, BOYOUNG PARK AND HEEJIN KIM, Sookmyung Women's University, South Korea

The paper aims to criticise the discourses of Reggio Emilia approach in academic community and early childhood education practices. The existing studies mostly focus on introducing Reggio Emilia approach and discussing how the approach is successfully applied in Korean settings (Kim, 2003, Moon & Kim, 2004, Chung & Suh, 2010). The Reggio opened discussions and made us reflect what good education is (Chung, 2015). As the Reggio becomes popular, we are seeking the original and authentic Reggio. Our research is based on post-structuralism to criticise the discourses of Reggio Emilia approach. We use Fairclough's critical discourse analysis. We analyse textual practice, discourse practice and social practice of Reggio Emilia approach in Korea. For the textual practice, academic journals and various conferences materials representing Reggio Emilia Approach are analysed. For the discourse practice, we examine how Reggio Emilia approach is applied into practices. Lastly, we analyse how Reggio Emilia approach discourse joins social ideology and seizes hegemony. We recognise the contribution of Reggio Emilia approach in transforming early childhood education. Many early childhood programmes no longer exist because the methods exist and the meanings discoloured. Reggio is at risk in Korea. In Korea, the Reggio Emilia approach contributes to extend our understanding of good early education. As we seek the authentic Reggio and seize it as a cure-all, we come to close further enquires and critiques. Our research contribute to open up the discussion of the influence of the Reggio Emilia approach.

Keywords: critical discourse analysis, Fairclough, Reggio Emilia approach, Korean ECE, ECE market

## **SYMPOSIUM SET II / 83**

### **Support steps in preschool education in Finland**

HELI KETOVUORI AND PÄIVI PIHLAJA, University of Turku, Finland

The aim is to examine the amount of children in general, intensified and special support (comp. RTI-model) stages in Finnish preschool education. This is called three-level support system. We also examine parents' participation in the preschool education. How does the participation differ in different support steps? Three steps support system is a new way to see children with special educational needs (Björn, Savolainen, and Jahnukainen 2017). Because of that there is lack of studies regarding it. Preschool is a part of the Finnish basic education system intended at children of six years old. The Finnish education system emphasises inclusive values and rights. Preschool promotes children's development, learning and healthy growth. Early identification of developmental challenges enables effective and early support and prevents accumulation of problems. Since 2011 inclusive education has been implemented as a three-level support system, general, intensified and special support. ([http://www.oph.fi/english/education\\_system/support\\_for\\_pupils\\_and\\_students](http://www.oph.fi/english/education_system/support_for_pupils_and_students)) The study is part of a quantitative longitudinal multidisciplinary STEPS-study. This intensive follow up involves 1832 children and parents. Parents have filled a questionnaire concerning preschool education. The data will be analysed by SPSS-programme. The Ministry of Social Affairs and Health and the Ethics Committee of the Hospital District of Southwest Finland have approved the STEPS-Study. The parents gave written informed consent. They were informed of their right to withdraw from the study at any point. Preliminary results indicate, that parental participation and awareness of the support their child is receiving in preschool is weak. The study provides new information of the functionality of the new legislation.

Keywords: pre-primary education, individual support, inclusion, Finland, parental participation

## **SYMPOSIUM SET II / 84**

### **A study of mainstreaming education for early childhood in Phitsanulok, Thailand**

KANJANA SUKPITAG, Pibulsongkram Rajabhat University, Thailand

The objectives of this research were to study and to compare mainstreaming education for early childhood classified by the participants' positions, education areas, and school sizes. A previous study focused on the inclusion education (Diamond, 1992) and intervention in early childhood education (Baratz, 2008). The conceptual framework of this research is to study on mainstreaming education for early childhood. This study is a survey research. The sample was 60 participants in 10 schools in Phitsanulok province, Thailand including 10 administrators and 50 teachers. The instrument used in this research was the 5-rating -scale questionnaire. The statistical analysis was employed using frequencies, percentage, mean standard deviation, t-test, and One-way Analysis of Variance. The research was conducted according to research ethics of the National Research

council of Thailand. The results of the study were found that, 1). Both the general and individual categories of the mainstreaming education for early childhood in Phitsanulok province were at the moderate levels. 2) The comparison of mainstreaming education for early childhood in Phitsanulok province classified by the participants' positions showed significant difference at the 0.5 level, but on educational areas and school sizes did not show significant of difference. The results indicate that mainstreaming education in early childhood in Phitsanulok, Thailand is at the moderate levels. This calls for the authorities to set policies for further development.

Keywords: mainstreaming education, early childhood education, preschool, management, policy

#### **SYMPOSIUM SET II / 85**

##### **Mealtime practice in Japanese ECEC settings: Findings from a largescale staff survey in 2015**

YUMI YODOGAWA, MIDORI TAKAHASHI, SACHIKO NOZAWA, TOSHIHIKO ENDO AND KIYOMI AKITA, University of Tokyo, Japan

This study aims to elucidate how ECEC practitioners recognise about their own mealtime practice and to analyse the factors that influence them. Mealtime experience in childhood effects their eating habits in adulthood (Ainuki, 2013) and there are growing numbers of research on children's mealtime experience in ECEC settings, such as positive environment (e.g. Mita et al., 2015) and communication (e.g. Hallam et al., 2014). Based on those findings, five-point scale questionnaire on practitioners' interaction with children, its atmosphere, and relation with parents was developed to investigate the recognition of ECEC practitioners on mealtime. Directors, chiefs, and practitioners in 1, 3, and 5-year-old class in Japanese ECEC settings joined our study. The main focus was classroom practitioners' response. The number of response and response rates were over 5,000 (30%) in each age. Informed consent and voluntary participation was obtained. Our study got permission from Office for Life Science Research Ethics and Safety, University of Tokyo. The results were as follows. First, both the difference and commonality of practitioners' mealtime practice among different age class were revealed. Second, the following characteristics strongly estimated higher score for mealtime practice, 1) practitioners share information about children and help each other more, 2) they feel less burden on relationship with parents and on not having enough time to interact with each child, 3) their chiefs' leadership score was higher. As a conclusion, it is suggested that ECEC setting as a whole, not merely the practitioner him/herself, needs to work on making better mealtime practice.

Keywords: mealtime, positive environment, individual care, organisational climate, leadership

#### **SYMPOSIUM SET II / 86**

##### **Narratives for, with, by and between young children in Norwegian kindergartens**

TRUDE KYRKJEBØ, NLA University College / Norwegian University of Science and Technology, Norway

The aim of the research is to see how narrative methods can be used to provide knowledge about early childhood and pedagogical work in Norwegian ECE. My research is based on previous studies on young children's interaction, culture, meaning-making, and on media influence in children's play and learning in everyday-life's situations, Løkken (2006), Ødegaard (2012), Johansen (2008) and Kjørholt (2004). The research is theoretically and methodologically anchored in the interdisciplinary social child research where childhood is understood as a social phenomenon created in a definite historical and cultural context, Prout (1998). The study is placed in a constructivism paradigm with a narrative approach in qualitative research (Bruner 1990), Somers (1994), Chase (2007) and Garvis (2016). It is an ethnographic field-study in a group with young children age 1-3, doing participant observation and teachers focus group dialog. I will treat ethical consideration as a separate topic in my study and it will be a part of the analytical focus. The Norwegian Centre for Research Data (NSD) has given approval for the project. Parents and teachers has been asked to give permission for videotaping and the research process, both written and orally. My main finding and discussion will be related to a dynamic relationship between structural conditions in society, the challenges within politics and how children as social agents actively contribute to creating their own childhood. I am looking at different narratives in framework (curriculum) for Norwegian Kindergarten, children's narrative play and narratives told by the teachers. This study can give new, qualified knowledge about contemporary research and children in early childhood.

Keywords: narrative, meaning-making, ethic, early childhood, media

#### **SYMPOSIUM SET II / 87**

##### **Development of preschool children in Bann Plaichumpol Child Development Centre, Pitsanulok Thailand.**

BENYAPAT WUNTONG, Pibulsongkram Rajabhat University, Thailand

This research aim to study the development state of preschool children in Bann Plaichumpol Child Development Centre, Pitsanulok Thailand. The previous study based on 'Development of preschool Children in the Child Development Centres Department of Community Development in Thailand' (Khummy and Ohter, 2002) and 'The Normal Development of Children ages birth -5 years using Thailand Assessment of Child Development Department of Mental Health' (Sirithongthawon and other, 2011). The study framework was the development of preschool children in Thailand on 1) gross motor; 2) fine motor; 3) receptive language; 4) expressive language; 5) personal and social. The population is 51 preschool age 3-5 years from Bann Plaichumpol Child Development Centre, Pitsanulok Thailand. The instruments was The Developmental Surveillance and

Promotion Manual (DSPM). The 116-item questionnaire DSPM included movement, fine motor and intelligence, language comprehension, language usage as well as self-reliance and social assistance. The statistics used were mean, median, and standard deviation. The research conducted according to research ethics of the National Research council of Thailand. The descriptive statistics was used to analyse the data. The result demonstrated that preschool children in this study had faster development than average in Gross Motor and Receptive Language but on average in Fine Motor, Expressive Language and Personal and Social. The Parents and Teachers to effectively conduct surveillance and promotion.

Keywords: development, preschool, Thailand, Pitsanulok, children

#### **SYMPOSIUM SET II / 88**

##### **Children's experiences with participation in the community in kindergarten**

MARIANNE REE SÆRHEIM, University of Stavanger, Norway

This study analyses how children perceive participation in the kindergarten community. Children's voices are still underrepresented in the kindergartens. There also seem to be a shift away from an individual to a collective way of participation (Emilsson & Johansson, 2016). The study is inspired by critical theory, based upon Habermas' communicative action theory, and Biesta's theory on the three dimensions of education (Biesta, 2006). In this study participation is understood in a democratic way, where being a part of the great "we", the group, is essential. Children participate because they belong to a community where everyone has a voice. The community needs to be vital and democratic to catch the individual contributions. The research question will be examined inside a hermeneutical paradigm by using an ethnographic methodology. The main method will be group interviews with five years old children from three different Norwegian kindergartens. The material will be critically approached trying to uncover the terms for individual participation in the community and how these are modulated by adult behaviour. After giving information on the project, written consent was obtained from the parents and the personnel. The children were informed by a dialogue before the interviews. They were actively involved in the process and had the ability to withdraw at any time (Bell, 2008). Preliminary results will be presented by August 2017. The study will provide new knowledge on how to support the right of the child to actively participate in developing the kindergarten as a democratic community.

Keywords: participation, communities, quality, kindergarten, child's perspective

#### **SYMPOSIUM SET II / 89**

##### **Raising the issue of disabled people's accessibility in the kindergarten: An innovative approach**

NASIA POYIADJI (1), SIMONI SYMEONIDOU, (1) AND NASIA CHARALAMBOUS (2), (1) University of Cyprus, Cyprus; (2) University of Cyprus Kindergarten, Cyprus

This study describes an innovative educational programme which was applied at a University kindergarten. The programme focussed on the following research question: In what ways can we educate children about issues linked to disability in order to help them understand the concept of disability as a social construct and a human rights issue? Previous research has shown that disability can be better understood through art and minor literature (Allan, 2014 Chrysostomou & Symeonidou, 2017). Its focus was to use materials, created by disabled people in the given culture, as part of the curriculum in order to help children construct the concept of disability, through the topic of accessibility in the built environment. Theoretical concepts from Disability Studies informed the design of this programme. The activities and materials used throughout the programme entailed a fairy tale, a poem written by a wheelchair user, observations focusing on identifying the barriers to accessibility in the city, and so on. Parental informed consent was secured. Children's views and voices were central in the development of the programme. Based on the results of the study (artefacts from children's drawings, observation of their reactions, children have understood disability as a social construct. In the end of the programme, children could recognise barriers to disabled people's accessibility, and they could organise ways to protest or educate other children (e.g. by writing a letter to formal bodies) In the discussion it is argued that having disabled people's views as a starting point, can be an effective approach to promoting inclusive education.

Keywords: inclusive education, disability studies, disabled people's voice, early years, accessibility

#### **SYMPOSIUM SET II / 90**

##### **Enforcement of social norms: Young children's use of norms and peer relationships**

MACHIKO TSUJITANI, University of Tokyo, Japan

This study aims to reveal the relationship between young children's enforcement of social norms in daily conversation and how they understand the reasons for social norms. Young children enforce social norms on others starting at approximately three years of age (Vaish & Tomasello, 2015). They also begin to make distinctions between moral and conventional norms (Smetana et al., 2012). However, the relationship between children's conduct in enforcing norms and their conceptions of norms have not been revealed to date. This study referred to studies of moral development of young children. (1) Thirty-three children in a class of three-year-olds at a Japanese ECEC centre were observed for two years. (2) The researcher interviewed the same children twice using stories of moral transgressions and by asking questions regarding their reasons for



certain judgements. Before the research, the researcher obtained permission to conduct the interviews from the centre's principal. The children's names were kept anonymous. Children who enforced norms more than others in their daily lives tended to express multiple reasons for those norms when interviewed. However, children who enforced norms less often also offered some reasons. It was shown that the frequency of enforcing norms does not simply relate to a deep understanding of the norms themselves, rather, we must be conscious of how each child understands social norms in his/her daily life.

Keywords: social norms, peer relations, three to five-year-old children, interview, observation

## **SYMPOSIUM SET II / 91**

### **How can we share the information about the quality of ECEC services with parents? Comparing the cases of the US and Japan**

RINA SEIYAMA AND SACHIKO KITANO, Kobe University, Japan

The purpose of this study is to investigate how we can share information about the quality of ECEC services with parents. OECD (2015) reported the importance of monitoring quality and sharing the results with parents. Parents need to have more information about service quality that helps them to select ECEC services. Family involvement studies (Epstein, 2011, Ikemoto, 2015) showed the importance of accountability to ensure ECEC quality. This study analysed the websites of QRIS of 40 states in the US focusing on how and what they share to the public and compared with Japanese government websites focusing on the quality of ECEC services. This study used data which is open to the public. Cited information is clarified by its URIs. No individual personal data is used. In the US, 31 states shared monitoring results, including service profile, scale, structure, process, and children outcome quality, and reports. The amount and contents of information were different from state to state. Most states shared scales. Two states did not share scales, but shared descriptive reports about service characteristics. Most shared only the whole scale, but some shared scales of detailed items. With detailed data, service quality is shared with parents more clearly. In Japan, the governments provided local governments guidelines, which mentioned inspections, interviews, and descriptive reports are desired. It might be difficult to share information on service quality by only sharing the profile and scale. It is needed to consider how to share information about quality with parents.

Keywords: accountability, ECEC service quality, monitoring, parent support, QRIS

## **SYMPOSIUM SET II / 92**

### **Values lived and communicated in Nordic preschools**

KRISTIN FUGELSNES (1), MONIKA RÖTHLE (1), EVA JOHANSSON (1), STIG BROSTRØM (2), JOHANNA EINARSDOTTIR (3), ANETTE EMILSON (4) AND ANNA-MAIJA PUROILA (5), (1) University of Stavanger, Norway; (2) Aarhus University, Denmark; (3) University of Iceland, Iceland; (4) Linneaus University, Sweden; (5) University of Oulu, Finland

The aim of the study is to advance empirical and theoretical knowledge of values and values education in Nordic preschools. Previous studies identified communication of the values of caring (Broström, 2006), discipline (Puroila, 2002) and democracy (Emilson, 2007) in educator-child-interactions in Nordic preschools. Teachers lack a professional meta-language to reflect upon moral judgements (Thornberg & Oguz, 2013). Habermas' (1995) theory on communicative action was used to explore values education. Values are qualities in social actions that educators and children experience, express and negotiate as positive and negative, good and bad. (Johansson, 2011). Values education is the practice through which children are assumed to learn values (Thornberg, 2008). Participative action research methodology (Greenwood & Levin, 2007) of national sub-projects was connected with a cross-cultural orientation for joint Nordic research. 25 preschools and 5 universities from Denmark, Finland, Iceland, Norway and Sweden collaborated, and policy documents, interviews, (video)-observations, narratives and diaries were used to collect data. Informed signed consent was gathered (educators & children's parents) and pseudonyms were used to ensure confidentiality. The children were conscientiously observed to ascertain their consent. A guiding principle was to solve the ethical questions together with the practitioners. Findings showed an extended picture of value fields with some variations between prioritising care and democracy. Individualisation was a common pattern. Disciplinary values appeared in implicit forms. The value of efficiency caused dilemmas for educators. Collective communicative space is needed to develop a meta-language, identify and prioritise values. The strong focus on individuality calls for revitalising collective values.

Keywords: values education, care, democracy, teacher-child interaction, individuality

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